

3 Year Rolling Curriculum Programme

Class 1

Early Learning Goal	Drawing	Painting
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>A Reception Artist will:</p> <ul style="list-style-type: none"> ▪ Create simple representations of events, people and objects. ▪ Draw on different scales. ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk ▪ Experiment with mark making in different materials – sand, mud, soil, flour. ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> ▪ Explore colour and how colour can be changed. ▪ Explore what happens when colours are mixed. ▪ Give names to colours. ▪ Experiment with adding materials to paint to create texture. ▪ Use a range of brush sizes and work on different coloured, sized, shaped papers. ▪ Create marks with a variety of tools – fingers, twigs etc
Printing	Sculpture	Collage
<ul style="list-style-type: none"> ▪ Experiment with printing using hands, feet and fingers. ▪ Print with a range of hard and soft materials eg corks, pen barrels, sponge ▪ Make rubbings to collect textures and patterns ▪ Recreate texture using wallpaper, string, polystyrene 	<ul style="list-style-type: none"> ▪ Manipulate materials for a planned effect. ▪ Construct with a purpose in mind using a variety of resources. ▪ Selects tools and techniques needed to shape, assemble and join materials they are using. ▪ Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners ▪ Roll a ball shape and a sausage shape using hands, pinch and roll coils. 	<ul style="list-style-type: none"> ▪ Manipulate materials for a planned effect. ▪ Collage a range of fabrics. ▪ Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth ▪ Combine materials to create new effects eg string, tissue paper and glue ▪ Fold, crumple and tear papers. ▪ Explore different methods of attaching materials – glue, tape. ▪ Experience different types of glue (stick and wet).

Class 2 Year A

National Curriculum Objectives:		Drawing	
<p>Key Stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products <ul style="list-style-type: none"> ▪ 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying ▪ Produce a range of patterns and textures 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns
Painting		Printing	
<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary and tertiary colours ▪ Be able to discuss the colour wheel ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint and discuss why some are more suited to particular painting styles 	<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed forms in everyday life and consider how the processes have changed over time

Class 2 Year B

National Curriculum Objectives:		Drawing	
<p>Key Stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products <ul style="list-style-type: none"> ▪ 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying ▪ Produce a range of patterns and textures 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns
Printing		Collage	
<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed forms in everyday life and consider how the processes have changed over time 	<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes ▪ Explores different methods of fixing one material to another ▪ Create an image from a variety of cut or torn media ▪ Arrange and glue materials to different backgrounds 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Develop a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, crumple, tear and overlap papers to create an image ▪ Has experience of adhesives and decides on most effective for a given task

Class 2 Year C

National Curriculum Objectives:		Drawing	
<p>Key Stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products <ul style="list-style-type: none"> ▪ 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying ▪ Produce a range of patterns and textures 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns
Painting		Sculpture	
<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, brush sizes and tools 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary and tertiary colours ▪ Be able to discuss the colour wheel ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint and discuss why some are more suited to particular painting styles 	<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Imprint and apply decoration to a 3D model ▪ Discuss the different types of buildings in their locality 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques ▪ Replicate patterns and textures in a 3D form ▪ Discuss the work of other sculptors and relate these to their own ideas and designs

Class 3 Year A

National Curriculum Objectives:		Drawing	
<p>Key Stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products <ul style="list-style-type: none"> 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketchbooks 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 		<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Experiment with tools and surfaces Draw experiences and feelings Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Experiment with various pencils Use a sketchbook to document and develop ideas Draw from observation and imagination Experiment with mark making using alternative tools Create initial sketches for painting Begin to draw with accuracy Discuss shadows, light and dark Have an awareness of how pattern can be used to create texture
Painting		Printing	
<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Begin to describe a range of colours Mix a range of secondary and tertiary colours Be able to discuss the colour wheel Talk about why they have selected colours for their artwork Begin use a range of paint and discuss why some are more suited to particular painting styles 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks made to create certain effects 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider range of printed forms in everyday life and consider how the processes have changed over time 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Design and create a repeated relief print considering background paper Use sketchbooks to explore and develop prints making changes where needed Understand the difference between repeat printing and mono printing

Class 3 Year B

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<p>Key Stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products <ul style="list-style-type: none"> 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketchbooks 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 		<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Experiment with tools and surfaces Draw experiences and feelings Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Experiment with various pencils Use a sketchbook to document and develop ideas Draw from observation and imagination Experiment with mark making using alternative tools Create initial sketches for painting Begin to draw with accuracy Discuss shadows, light and dark Have an awareness of how pattern can be used to create texture
Printing		Collage	
<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider range of printed forms in everyday life and consider how the processes have changed over time 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Design and create a repeated relief print considering background paper Use sketchbooks to explore and develop prints making changes where needed Understand the difference between repeat printing and mono printing 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Develop a range of cutting, tearing and fixing techniques to create a specific picture Use scissors in a controlled way to cut with accuracy Fold, crumple, tear and overlap papers to create an image Has experience of adhesives and decides on most effective for a given task 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Understand the properties of different glue and how these can be used to fix materials together Use collage as a means of collecting ideas and information to build a visual brainstorm Collect and select textured papers to form a collaged image

Class 3 Year C

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Painting		Sculpture	
<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Begin to describe a range of colours Mix a range of secondary and tertiary colours Be able to discuss the colour wheel Talk about why they have selected colours for their artwork Begin use a range of paint and discuss why some are more suited to particular painting styles 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks made to create certain effects 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> Show an awareness that natural and human made materials can be used to create sculpture <ul style="list-style-type: none"> Create models from imagination and direct observation Join materials together and apply decorative techniques Replicate patterns and textures in a 3D form Discuss the work of other sculptors and relate these to their own ideas and designs 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> Plan, shape, mould and make constructions from different materials <ul style="list-style-type: none"> Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes Show an awareness of how texture, form and shape can be transferred from 2D to 3D Model over an armature

Class 4 Year A

National Curriculum Objectives:		Drawing	
<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 		<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material ▪ Develop techniques to create intricate patterns – range of media 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work
Painting		Printing	
<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Make tints, tones and shades using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Independently choose the right paint and / or equipment for the task. ▪ Select colour to reflect mood ▪ Explore different brush strokes and why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Design and create a Collograph print using a range of materials ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work

Class 4 Year B

National Curriculum Objectives:		Drawing	
<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 		<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material ▪ Develop techniques to create intricate patterns – range of media 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work
Printing		Collage	
<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Design and create a Collograph print using a range of materials ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Develops experience in embellishing, using more advanced joining techniques ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work

Class 4 Year C

National Curriculum Objectives:		Drawing	
<p>Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In 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:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 		<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material ▪ Develop techniques to create intricate patterns – range of media 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work
Painting		Sculpture	
<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Make tints, tones and shades using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Independently choose the right paint and / or equipment for the task. ▪ Select colour to reflect mood ▪ Explore different brush strokes and why / when they might be used ▪ Begin to discuss how they are influenced by the work of other artists 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date ▪ Make slip to join and secure pieces of clay together ▪ Adapt work when necessary and explain why. ▪ Demonstrate awareness in 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors

		environmental sculpture	
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Class 5 Year A

National Curriculum Objectives:		Drawing	
<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 		<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Painting		Printing	
<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Discuss harmonious and contrasting colours and their placement on the colour wheel ▪ Work in a sustained and independent way, developing own style ▪ Purposefully controlling the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Use Thermofax screens to explore screen printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery

Class 5 Year B

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<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 		<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. <p>Developing key elements of their work (line, tone, pattern, texture)</p> <ul style="list-style-type: none"> ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Printing		Collage	
<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Use Thermofax screens to explore screen printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image

Class 5 Year C

National Curriculum Objectives:		Drawing	
<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>In 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 		<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. <p>Developing key elements of their work (line, tone, pattern, texture)</p> <ul style="list-style-type: none"> ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and discuss further developments
Painting		Sculpture	
<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made and experiment with different effects and textures 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Discuss harmonious and contrasting colours and their placement on the colour wheel ▪ Work in a sustained and independent way, developing own style ▪ Purposefully controlling the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to create atmosphere and light effects 	<p>A Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task ▪ Confidently carve a simple form

Progression of Techniques

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>A Reception Artist will:</p> <ul style="list-style-type: none"> ▪ Create simple representations of events, people and objects. ▪ Draw on different scales. ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk ▪ Experiment with mark making in different materials – sand, mud, soil, flour. 	<p>A Year 1 Artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of drawing tools to make marks ▪ Begin to control the types of marks made with a range of media. ▪ Draw on different surfaces ▪ Explore different textures ▪ Draw from imagination ▪ Explore drawing from observation ▪ Investigate textures by describing, naming, rubbing and copying 	<p>A Year 2 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with tools and surfaces ▪ Draw experiences and feelings ▪ Sketch to make records ▪ Begin to control marks made with different media ▪ Investigate tone by drawing light/dark lines using pencil ▪ Investigate textures and produce an expanding range of patterns 	<p>A Year 3 Artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with various pencils ▪ Use a sketchbook to document and develop ideas ▪ Draw from observation and imagination ▪ Experiment with mark making using alternative tools ▪ Create initial sketches for painting ▪ Begin to draw with accuracy ▪ Discuss shadows, light and dark ▪ Have an awareness of how pattern can 	<p>A Year 4 Artist will:</p> <ul style="list-style-type: none"> ▪ Consider scale and proportion ▪ Create accurate observational drawings ▪ Work on a variety of scales ▪ Produce drawings using IT ▪ Identify and draw the effect of light ▪ Draw for a sustained period of time ▪ Collect and record visual information ▪ Plan and collect source material 	<p>Year 5 Artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) ▪ Draw from different viewpoints considering horizon lines. ▪ Begin to consider perspective ▪ Use different techniques for purpose eg. different styles of shading ▪ Work from a variety of sources including observation and 	<p>A Year 6 Artist will:</p> <ul style="list-style-type: none"> ▪ Select appropriate media and techniques to achieve a specific outcome ▪ Develop their own style ▪ Draw for a sustained period of time over a number of sessions ▪ Use tone in drawings to achieve depth ▪ Develop drawing with perspective and focal points ▪ Adapt drawings according to evaluations and

	<ul style="list-style-type: none"> ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> ▪ Produce a range of patterns and textures 		<ul style="list-style-type: none"> be used to create texture 	<ul style="list-style-type: none"> ▪ Develop techniques to create intricate patterns – range of media 	<ul style="list-style-type: none"> photographs to develop own work 	<ul style="list-style-type: none"> discuss further developments
Painting	<ul style="list-style-type: none"> ▪ Explore colour and how colour can be changed. ▪ Explore what happens when colours are mixed. ▪ Give names to colours. ▪ Experiment with adding materials to paint to create texture. ▪ Use a range of brush sizes and work on different coloured, sized, shaped papers. 	<ul style="list-style-type: none"> ▪ Begin to explore and experiment with the primary colours ▪ Mix primary colours to create secondary colours ▪ Describe collections of colours ▪ Discuss and use warm and cold colours ▪ Describe favourite colours and why colours may be used for different purposes ▪ Explore a range of paint, 	<ul style="list-style-type: none"> ▪ Begin to describe a range of colours ▪ Mix a range of secondary and tertiary colours ▪ Be able to discuss the colour wheel ▪ Talk about why they have selected colours for their artwork ▪ Begin use a range of paint and discuss why some are more suited 	<ul style="list-style-type: none"> ▪ Make tints of one colour by adding white ▪ Darken / Lighten colours without using black / white ▪ Mix / create colour for use on a large scale. (wash) ▪ Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) ▪ Demonstrate increasing control of the types of marks 	<ul style="list-style-type: none"> ▪ Make tints, tones and shades using white, grey and black ▪ Observe colour and suggest why it has been used ▪ Independently choose the right paint and / or equipment for the task. ▪ Select colour to reflect mood ▪ Explore different brush strokes and why / when they might be used 	<ul style="list-style-type: none"> ▪ Make and discuss hue, tint, tone, shade and mood ▪ Mix colours, shades, tones, tints with confidence, building on previous knowledge ▪ Select colour for purpose explaining choices ▪ Discuss how colour can be used to express ideas, feelings and mood. ▪ Confidently control the types of marks made 	<ul style="list-style-type: none"> ▪ Select colour to express feelings ▪ Discuss harmonious and contrasting colours and their placement on the colour wheel ▪ Work in a sustained and independent way, developing own style ▪ Purposefully controlling the types of marks, brushstrokes used to create desired effect ▪ Use colours and brushstrokes to

	<ul style="list-style-type: none"> ▪ Create marks with a variety of tools – fingers, twigs etc 	brush sizes and tools	to particular painting styles	made to create certain effects	<ul style="list-style-type: none"> ▪ Begin to discuss how they are influenced by the work of other artists 	and experiment with different effects and textures	create atmosphere and light effects
Sculpture	<ul style="list-style-type: none"> ▪ Manipulate materials for a planned effect. ▪ Construct with a purpose in mind using a variety of resources. ▪ Selects tools and techniques needed to shape, assemble and join materials they are using. ▪ Experiment with malleable materials e.g. plasticine, dough, clay, 	<ul style="list-style-type: none"> ▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Imprint and apply decoration to a 3D model 	<ul style="list-style-type: none"> ▪ Show an awareness that natural and human made materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques 	<ul style="list-style-type: none"> ▪ Plan, shape, mould and make constructions from different materials ▪ Understand the different adhesives and methods used in construction ▪ Consider and discuss aesthetics ▪ Produce more intricate surface patterns using a range of processes ▪ Show an awareness of how texture, 	<ul style="list-style-type: none"> ▪ Discuss the work of other sculptors and architects and how these have influenced their own work / designs ▪ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date ▪ Make slip to join and secure pieces 	<ul style="list-style-type: none"> ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) ▪ Understand that a range of media can be selected (due to their properties) for different purposes ▪ Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors 	<ul style="list-style-type: none"> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task

	<p>mod roc, pipe cleaners</p> <ul style="list-style-type: none"> ▪ Roll a ball shape and a sausage shape using hands, pinch and roll coils. 	<ul style="list-style-type: none"> ▪ Discuss the different types of buildings in their locality 	<ul style="list-style-type: none"> ▪ Replicate patterns and textures in a 3D form ▪ Discuss the work of other sculptors and relate these to their own ideas and designs 	<p>form and shape can be transferred from 2D to 3D</p> <ul style="list-style-type: none"> ▪ Model over an armature 	<p>of clay together</p> <ul style="list-style-type: none"> ▪ Adapt work when necessary and explain why. ▪ Demonstrate awareness in environmental sculpture 		<ul style="list-style-type: none"> ▪ Confidently carve a simple form
Printing	<ul style="list-style-type: none"> ▪ Experiment with printing using hands, feet and fingers. ▪ Print with a range of hard and soft materials eg corks, pen barrels, sponge ▪ Make rubbings to collect textures and patterns ▪ Recreate texture using 	<ul style="list-style-type: none"> ▪ Take rubbings from textured surfaces: e.g leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g books, 	<ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed forms in 	<ul style="list-style-type: none"> ▪ Design and create a repeated relief print considering background paper ▪ Use sketchbooks to explore and develop prints making changes where needed ▪ Understand the difference between repeat printing and mono printing 	<ul style="list-style-type: none"> ▪ Design and create a Collograph print using a range of materials ▪ Explore the process of mono printing ▪ Demonstrate an awareness of printing with multiple colours ▪ Demonstrate an awareness of printing onto fabric and 	<ul style="list-style-type: none"> ▪ Gain experience in overlaying colours ▪ Start to overlay prints with other media ▪ Continue to experience in combining prints to produce an end piece ▪ Explore, experiment, plan and collect source material for future work 	<ul style="list-style-type: none"> ▪ Use Thermofax screens to explore screen printing ▪ Combine different printing techniques within the same piece of artwork ▪ Use print as a starting point to embroidery

	wallpaper, string, polystyrene	newspapers, fabric, wallpaper	everyday life and consider how the processes have changed over time		consider the difference to printing onto paper		
Collage	<ul style="list-style-type: none"> ▪ Manipulate materials for a planned effect. ▪ Collage a range of fabrics. ▪ Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth ▪ Combine materials to create new 	<ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes ▪ Explores different methods of fixing one material to another ▪ Create an image from a variety of cut or torn media 	<ul style="list-style-type: none"> ▪ Develops a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, 	<ul style="list-style-type: none"> ▪ Understand the properties of different glue and how these can be used to fix materials together ▪ Use collage as a means of collecting ideas and information to build a visual brainstorm ▪ Collect and select textured 	<ul style="list-style-type: none"> ▪ Develops experience in embellishing, using more advanced joining techniques ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create 	<ul style="list-style-type: none"> ▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work 	<ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas ▪ Independently select a range of media to produce a collaged image

	<p>effects eg string, tissue paper and glue</p> <ul style="list-style-type: none">▪ Fold, crumple and tear papers.▪ Explore different methods of attaching materials – glue, tape.▪ Experience different types of glue (stick and wet).	<ul style="list-style-type: none">▪ Arrange and glue materials to different backgrounds	<p>crumple, tear and overlap papers to create an image</p> <ul style="list-style-type: none">▪ Has experience of adhesives and decides on m	<p>papers to form a collaged image</p>	<p>collaged images</p>		
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