

| <b>Key Concepts</b> | Year 1            | Year 2                  | Year 3                  | Year 4                  | Year 5                 | Year 6                 |
|---------------------|-------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------------|
| Art and             | National          | National Curriculum:    | National Curriculum:    | National Curriculum:    | National               | National               |
| Design              | Curriculum:       | Use drawing painting    | To know about great     | Pupils should be        | Curriculum:            | Curriculum:            |
|                     | To use a range of | and sculpture to        | artists, architects and | taught to develop       | To improve their       | Pupils should be       |
|                     | materials         | develop and share       | designers in history.   | their techniques,       | mastery of art and     | taught to develop      |
|                     | creatively to     | their ideas,            |                         | including their control | design techniques,     | their techniques,      |
|                     | design and make   | experiences and         | National Curriculum:    | and their use of        | including drawing,     | including their        |
|                     | products          | imagination.            | Pupils should be        | materials, with         | painting and           | control and their use  |
|                     |                   |                         | taught to develop       | creativity,             | sculpture with a       | of materials, with     |
|                     | National          | National Curriculum:    | their techniques,       | experimentation and     | range of materials     | creativity,            |
|                     | Curriculum:       | To know about the       | including their         | an increasing           | (For example, pencil,  | experimentation and    |
|                     | To develop a wide | work of a range of      | control and their use   | awareness of different  | charcoal, paint, clay) | an increasing          |
|                     | range of art and  | artists, craft makers   | of materials, with      | kinds of art, craft and |                        | awareness of           |
|                     | design techniques | and designers,          | creativity,             | design.                 | National               | different kinds of     |
|                     | in using colour,  | describing the          | experimentation and     |                         | Curriculum: Pupils     | art, craft and design. |
|                     | pattern, texture, | differences and         | an increasing           | National Curriculum:    | should be taught to    |                        |
|                     | line, shape, form | similarities between    | awareness of            | To improve their        | develop their          | National               |
|                     | and space.        | different practises and | different kinds of art, | mastery of art and      | techniques,            | Curriculum:            |
|                     |                   | disciplines and making  | craft and design.       | design techniques,      | including their        | To improve their       |
|                     |                   | links to their own work |                         | including drawing,      | control and their use  | mastery of art and     |
|                     |                   |                         | National Curriculum:    | painting and sculpture  | of materials, with     | design techniques,     |
|                     |                   | National Curriculum:    | To improve their        | with a range of         | creativity,            | including drawing,     |
|                     |                   | about the work of a     | mastery of art and      | materials (For          | experimentation and    | painting and           |
|                     |                   | range of artists, craft | design techniques,      | example, pencil,        | an increasing          | sculpture with a       |
|                     |                   | makers and designers,   | including drawing,      | charcoal, paint, clay)  | awareness of           | range of materials     |
|                     |                   | describing the          | painting and            |                         | different kinds of     | [for example, pencil,  |
|                     |                   | differences and         | sculpture with a        | National Curriculum:    | art, craft and design. | charcoal, paint, clay  |
|                     |                   | similarities between    | range of materials      | To know about great     |                        |                        |
|                     |                   | different practises and | (For example, pencil,   | artists, architects and | National               | National               |
|                     |                   | disciplines and making  | charcoal, paint, clay)  | designers in history.   | Curriculum:            | Curriculum:            |
|                     |                   | links to their own work |                         |                         | To know about great    | To know about great    |
|                     |                   |                         |                         |                         | artists, architects    | artists, architects    |
|                     |                   |                         |                         |                         | and designers in       | and designers in       |
|                     |                   |                         |                         |                         | history.               | history.               |



| Developing | National             | National Curriculum:                    | National Curriculum:   | National Curriculum:               | National                | National                        |
|------------|----------------------|---|------------------------|------------------------------------|-------------------------|---------------------------------|
| Ideas      | Curriculum:          | To create sketch books                  | To create sketch       | To create sketch                   | Curriculum:             | Curriculum:                     |
|            | To create sketch     | to record observations                  | books to record        | books to record                    | To create sketch        | To create sketch                |
|            | books to record      | and use them to                         | observations and use   | observations and use               | books to record         | books to record                 |
|            | observations and     | review and revisit                      | them to review and     | them to review and                 | observations and        | observations and                |
|            | use them to          | ideas.                                  | revisit ideas.         | revisit ideas.                     | use them to review      | use them to review              |
|            | review and revisit   |   |                        |                                    | and revisit ideas.      | and revisit ideas.              |
|            | ideas.               | Children at Parish will                 | Children at Parish     | Children at Parish will            |                         |                                 |
|            |                      | be able to: -                           | will be able to: -     | be                                 | Children at Parish      | Children at Parish              |
|            | Children at Parish   | Use a sketchbook to                     | Use a sketchbook to    | able to: -                         | will be able to: -      | will be able to: -              |
|            | will be able to: -   | plan and develop                        | record media           | Use sketchbooks to                 | Use sketchbooks         | Use sketchbooks to              |
|            | Start to record      | simple ideas.                           | explorations and       | collect and record                 | Plan a sculpture        | collect and record              |
|            | simple media         | Use a sketchbook to                     | experimentations as    | visual information                 | through drawing and     | visual information              |
|            | explorations in a    | plan and develop                        | well as try out ideas, | from different sources             | other preparatory work. | from different                  |
|            | sketch book.         | simple ideas.                           | plan colours and       | as well as planning,               | Use the sketch book     | sources as well as planning and |
|            |                      |   | collect source         | trying out ideas, plan             | to plan how to join     | colleting source                |
|            | Ask and answer       | Build information on                    | material for future    | colours and collect                | parts of the            | material.                       |
|            | questions about      | colour mixing, the                      | works.                 | source material for                | sculpture.              | material.                       |
|            | the starting points  | colour wheel and                        | Use a sketchbook to    | future works.                      | scarpture.              | Annotate work in                |
|            | for their work, and  | colour spectrums.                       | record media           | Formula Illian and                 | Keep notes which        | sketchbook.                     |
|            | develop their ideas. | Collect textures and patterns to inform | explorations and       | Express likes and dislikes through | consider how a          | Use the sketch book             |
|            | lueas.               | other work.                             | experimentations as    | annotations                        | piece of work may       | to plan how to join             |
|            |                      | Other work.                             | well as planning and   | Use a sketch book to               | be developed            | parts of the                    |
|            |                      | Explore the differences                 | collecting source      | adapt and improve                  | further.                | sculpture.                      |
|            |                      | and similarities within                 | material for future    | original ideas.                    |                         |                                 |
|            |                      | the work of artists,                    | works.                 | originariacas.                     | Use sketchbooks to      | Annotate work in                |
|            |                      | craftspeople and                        |                        | Keep notes to indicate             | collect and record      | sketchbook                      |
|            |                      | designers in different                  | Use a sketch book to   | their                              | visual information      |                                 |
|            |                      | times and cultures.                     | express feelings       | intentions/purpose of              | from different          |                                 |
|            |                      | times and calcules.                     | about a subject.       | a piece of work.                   | sources as well as      |                                 |
|            |                      |   | Make notes in a        | a p. 200 of 110114                 | planning, trying out    |                                 |
|            |                      |   | sketch book about      |                                    | ideas, plan colours     |                                 |
|            |                      |   | techniques used by     |                                    | and collect source      |                                 |
|            |                      |   | artists.               |                                    | material for future     |                                 |
|            |                      |   |                        |                                    | works                   |                                 |
|            |                      |   | Annotate ideas for     |                                    |                         |                                 |

improving their work



|            |                               |                         | through keeping<br>notes in a sketch<br>book. |  |                                       |                                       |
|------------|-------------------------------|-------------------------|---|--|---------------------------------------|---------------------------------------|
| Evaluating | Children at Parish            | Children at Parish will | Children at Parish                            | Children at Parish will                        | Children at Parish                    | Children at Parish                    |
| and        | will be able to: -            | be able to: -           | will be able to: -                            | be able to: -                                  | will be able to: -                    | will be able to: -                    |
| Developing | Review what they              | Review what they and    | Compare ideas,                                | Compare ideas,                                 | Compare ideas,                        | Compare ideas,                        |
| Work       | and others have               | others have done and    | methods and                                   | methods and                                    | methods and                           | methods and                           |
| (ongoing)  | done and say what             | say what they think     | approaches in their                           | approaches in their                            | approaches in their                   | approaches in their                   |
|            | they think and feel about it. | and feel about it. E.g. | own and others'                               | own and others' work                           | own and others'                       | own and others'                       |
|            | Identify what they            | Evaluate in sketchbook. | work and say what they think and feel         | and say what they think and feel about         | work and say what they think and feel | work and say what they think and feel |
|            | might change in               | Identify what they      | about them.                                   | them.  | about them.                           | about them.                           |
|            | their current work            | might change in their   | Adapt their work                              | Adapt their work                               | Adapt their work                      | Adapt their work                      |
|            | or develop in their           | current work or         | according to their                            | according to their                             | according to their                    | according to their                    |
|            | future work.                  | develop in their future | views and describe                            | views and describe                             | views and describe                    | views and describe                    |
|            |                               | work.                   | how they might                                | how they might                                 | how they might                        | how they might                        |
|            |                               |                         | develop it further.                           | develop it further.                            | develop it further.                   | develop it further.                   |
| Drawing    | National                      | National Curriculum:    | National Curriculum:                          | National Curriculum:                           | National                              | National Curriculum                   |
|            | Curriculum:                   | Use drawing painting    | To improve their                              | Pupils should be                               | Curriculum:                           | To improve their                      |
|            | Use drawing                   | and sculpture to        | mastery of art and                            | taught to develop                              | To improve their                      | mastery of art and                    |
|            | painting and                  | develop and share       | design techniques,                            | their techniques,                              | mastery of art and                    | design techniques,                    |
|            | sculpture to                  | their ideas,            | including drawing,                            | including their control                        | design techniques,                    | including drawing,                    |
|            | develop and share             | experiences and         | painting and                                  | and their use of                               | including drawing,                    | painting and                          |
|            | their ideas,                  | imagination.            | sculpture with a                              | materials, with                                | painting and                          | sculpture with a                      |
|            | experiences and               | To develop a wide       | range of materials                            | creativity,                                    | sculpture with a                      | range of materials                    |
|            | imagination.                  | range of art and design | (For example, pencil,                         | experimentation and                            | range of materials.                   | (For example, pencil,                 |
|            |                               | techniques in using     | charcoal, paint, clay)                        | an increasing                                  | For example, pencil,                  | charcoal, paint, clay)                |
|            | To know about the             | colour, pattern,        |   | awareness of different kinds of art, craft and | charcoal, paint, clay.                | Children at Parish                    |
|            | work of a range of            | texture, line, shape,   | Children at Parish                            | •  | To know about great                   | will be able to: -                    |
|            | artists, craft<br>makers and  | form and space          | will be able to: -                            | design.  | artists, architects                   | Work in a                             |
|            | designers,                    | Children at Parish will | Children will be able to draw a               | Children at Parish will                        | and designers in                      | sustained and                         |
|            | describing the                | be able to: -           | range of objects                              | be able to: -                                  | history.                              | independent                           |
|            | acoulibiling tile             | DE ADIE IU              | range or objects                              | De able to                                     |                                       | •                                     |
|            | differences and               |                         | resembling                                    | <ul> <li>Develop intricate</li> </ul>          |                                       | way to develop                        |



| between different |
|-------------------|
| practises and     |
| disciplines and   |
| making links to   |
| their own work.   |
|                   |

# Children at Parish will be able to: -

- Experiment
   with a variety
   of media;
   pencils,
   rubbers,
   crayons,
   pastels, felt
   tips, charcoal,
   pen, chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Develop a range of tone using a pencil and use a variety of drawing techniques

- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Draw lines of varying thickness;
- Use dots and lines to demonstrate pattern and texture
- Tone Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Understand tone through the use of different grades of pencils (HB, 2B, 4B)
- Texture investigate textures by describing, naming, rubbing, copying.

  Lines and marks draw on different surfaces with a range of media.

- physical and human features.
- To draw for a sustained period of time at an appropriate level.
- experiment with showing line, tone and texture with different hardness of pencils
- use shading to show light and shadow effects
- Collect images for inspiration and to refer back to when drawing.
- Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
- <u>Lines and marks</u> make marks and lines with a wide range of

- different grades of pencil and other implements to create lines and marks.
- Use different materials to draw, e.g. pastels, chalk, felt tips;
- Show an awareness of space when drawing
- Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks

## Children at Parish will be able to: -

- Start to develop their own style using tonal contrast and mixed media.
- Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- Depict movement and perspective in drawings;

Have

- opportunities to develop further simple perspective in their work using a single focal point
- Develop close observation skills using a variety of view finders.
- Draw detailed figures that

- their own style of drawing.
- Draw for a sustained period of time over a number of sessions working on one piece
- Use different techniques for different purposes i.e. shading, hatching, cross hatching more intricately within their own work, understanding which works well in their work and why.
- Use a variety of tools and select the most appropriate;
- •
- This style may be through the development of: line, tone, pattern, texture.
- Have opportunities to develop further



| such as:                  | Shape – draw shapes | drawing implements      | on a range of                     | represent            | simple                |
|---------------------------|---------------------|-------------------------|-----------------------------------|----------------------|-----------------------|
| hatching,                 | in between objects; | e.g. charcoal, pencil,  | media.                            | humans.              | perspective in        |
| scribbling,               | invent new shapes.  | crayon, chalk pastels,  | media.                            | mamans.              | their work using      |
| stippling, and            | invent new snapes.  | pens etc.               | Further develop                   | Use drawing          | a single focal        |
| blending to               |                     | '                       |                                   | _                    | point and             |
| _                         |                     | <u>Texture</u> – create | drawing a range                   | techniques to        | horizon.              |
| create light/             |                     | texture with a wide     | of tones, lines                   | work from a          | HOHZOH.               |
| dark lines.               |                     | range of drawing        | using a pencil.                   | variety of           |                       |
|                           |                     | implements.             |                                   | sources              | Develop an            |
| <u>Lines and marks</u>    |                     | Plan, refine and alter  | <ul> <li>Begin to show</li> </ul> | including            | awareness of          |
| – Name, match             |                     | their drawings as       | awareness of                      | observation,         | composition,          |
| and draw                  |                     | necessary.              | representing                      | photographs          | scale and             |
| lines/marks from          |                     |                         | texture through                   | and digital          | proportion in         |
| observations;             |                     | Form and shape-         | the choice of                     | images.              | their drawings.       |
| invent new lines.         |                     | begin to show           | marks and lines                   |                      |                       |
|                           |                     | awareness of objects    | made.                             | Lines, marks, tone,  | Lines, marks, tone,   |
| <u>Tone</u> – Investigate |                     | having a third          |                                   | form and texture:    | form and texture:     |
| tone by drawing           |                     | dimension.              | Begin to draw                     | Explore colour       | experiment with wet   |
| light/dark lines.         |                     |                         | features of the                   | mixing and blending  | media to make         |
|                           |                     |                         | face in detail,                   | techniques with      | different marks,      |
| Texture –                 |                     |                         | discuss expression                | coloured pencils/oil | lines, patterns,      |
| Investigate               |                     |                         | and shape.                        | pastels; start to    | textures and shapes;  |
| textures by               |                     |                         | and snaper                        | develop their own    | use different         |
| describing,               |                     |                         | Form and shape— to                | style using tonal    | techniques for        |
| naming, rubbing,          |                     |                         | continue to show                  | contrast and mixed   | different purposes    |
| copying.                  |                     |                         | awareness of objects              | media.               | i.e. shading,         |
| 35,7.1.6.                 |                     |                         | having a third                    |                      | hatching within their |
| Shape – Observe           |                     |                         | dimension.                        | Perspective and      | own work; start to    |
| and draw shapes           |                     |                         | differision.                      | composition – begin  | develop their own     |
| from                      |                     |                         |                                   | to use simple        | style using tonal     |
| observations.             |                     |                         | <u>Texture</u> – apply a          | perspective in their | contrast and mixed    |
| observations.             |                     |                         | simple use of pattern             | work using a single  | media.                |
|                           |                     |                         | and texture in a                  | focal point and      |                       |
|                           |                     |                         | drawing.                          | horizon.             | Perspective and       |
|                           |                     |                         | <u>Tone</u> – apply tone in a     |                      | composition – begin   |
|                           |                     |                         | drawing in a simple               |                      | to develop an         |
|                           |                     |                         | way.                              |                      | awareness of          |
|                           |                     |                         | Lines and marks –                 |                      | composition, scale    |
|                           |                     |                         | experiment with                   |                      | and proportion in     |
|                           | l .                 | 1                       | 1                                 | l                    | p. op or don m        |



|          |   |   |   | different grades of<br>pencil and other<br>implements to create<br>marks and lines.   |   | their drawings e.g. foreground, middle ground and background; show an awareness of how drawings area created i.e. composition.   |
|----------|---|---|---|---|---|--|
| Painting | National Curriculum: Use drawing painting and sculpture to develop and share their ideas, experiences and imagination.  Children at Parish will be able to:  Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet. | National Curriculum: Use drawing painting and sculpture to develop and share their ideas, experiences and imagination. National Curriculum: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Children at Parish will be able to:  Begin to control the types of marks made in a range of | National Curriculum: To know about great artists, architects and designers in history.  National Curriculum: 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)  Children at Parish will be able to: Experiment with different effects | National Curriculum: 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)  Children at Parish will be able to:  Confidently control the types of marks made and experiment with different effects and textures including | National Curriculum: 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)  Children at Parish will be able to:  To choose appropriate tools, material and methods of working.  Confidently | National Curriculum: 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)  National Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with |
|          | <ul> <li>Begin to show control over the types of marks made.</li> <li>Name the primary</li> </ul>   | painting techniques e.g. layering, mixing media, and adding texture.  Understand how to make tints using white and tones by adding  | and textures including blocking in colour, washes, thickened paint creating textural effects.   | blocking in colour, thickened paint creating textural effects.  Start to develop a painting from a drawing.   | control the types of marks made.  To consider the composition in my paintings.  Sketch (lightly) before painting  | creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Children at Parish will be able to:  |



| colours and<br>start to mix a<br>range of<br>secondary<br>colours,   | black to make darker and lighter shades.  • Build confidence   | Use light and dark within painting and begin to explore complimentary  | Mix colour,<br>shades and tones<br>with increasing<br>confidence<br>(Match using)   | to combine line and colour.  • Use brush techniques and the quality of  | Develop their techniques, including their control and their use of  |
|--|--|--|---|---|---|
| colours, moving towards predicting resulting colours.  Children will explore flat paint application, marbling and stippling. | <ul> <li>Build confidence in mixing colour shades and tones.</li> <li>Be able to mix all the secondary colours using primary colours confidently.</li> <li>Continue to control the types of marks made with the range of media.</li> <li>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li> </ul> | complimentary colours.  Become increasingly confident in creating different effects and textures with powder paint according to what they need for the task. | <ul> <li>(Match using colour charts)</li> <li>Experiment with creating mood with colour.</li> <li>Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint).</li> </ul> | paint to create texture. Create textured paint by adding sand.  Identify key aspects such as complementary colours, colour as tone, warm and cold colours.  Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.  Explore the use of texture in colour (sawdust, glue, shavings, | materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.  • Develop a painting through a |
|  |  |  |   | sand and on different surfaces).  Explore the texture of paint (very wet and thin, thick and heavy –add PVA).   | drawing.  • Purposely control the types of marks made and experiment with different effects and textures inc. thickened paint   |



|  |  | Use the                              | creating textural                 |
|--|--|--------------------------------------|-----------------------------------|
|  |  | qualities of                         | effects.                          |
|  |  | watercolour and                      | Mix colour,                       |
|  |  | acrylic paints to                    | shades and                        |
|  |  | create visually                      | tones with                        |
|  |  | interesting                          | confidence                        |
|  |  | _                                    | building on                       |
|  |  | pieces.                              | _                                 |
|  |  | Develop a                            | previous                          |
|  |  | personal style of                    |                                   |
|  |  | painting,                            | Carry out                         |
|  |  | drawing upon                         | preliminary                       |
|  |  | ideas from                           | studies, trying                   |
|  |  | other artists.                       | out different                     |
|  |  | Use powder                           | media and                         |
|  |  | paint to                             | materials and                     |
|  |  | produce washes                       | mixing                            |
|  |  | for                                  | appropriate                       |
|  |  | backgrounds,                         | colours.                          |
|  |  | then to add                          | <ul> <li>Understanding</li> </ul> |
|  |  | detail.                              | which works                       |
|  |  | <ul> <li>Begin to look at</li> </ul> | well in their                     |
|  |  | working in the                       | work and why.                     |
|  |  | style of a                           | <ul> <li>Create</li> </ul>        |
|  |  | selected artist.                     | imaginative                       |
|  |  | Consider artists'                    | work from a                       |
|  |  | use of colour                        | variety of                        |
|  |  | and application                      | sources e.g.                      |
|  |  | of it.                               | observational                     |
|  |  |                                      | drawings,                         |
|  |  |                                      | themes, poetry,                   |
|  |  |                                      | music.                            |
|  |  |                                      | Colour – mix                      |
|  |  |                                      | and match                         |
|  |  |                                      | colours to                        |
|  |  |                                      | create                            |
|  |  |                                      | atmosphere and                    |
|  |  |                                      | light effects; be                 |
|  |  |                                      | able to identify                  |
|  |  |                                      | able to identity                  |



|          |                         | and work wit        |      |
|----------|-------------------------|---------------------|------|
|          |                         | complementa         | -    |
|          |                         | and contrasti       | ng   |
|          |                         | colours.            |      |
|          |                         | • Show an           |      |
|          |                         | awareness of        | F    |
|          |                         | how painting        | s    |
|          |                         | are created         |      |
|          |                         | (composition        | ı).  |
| Printing | National Curriculum:    | National            |      |
|          | Use drawing painting    | Curriculum:         |      |
|          | and sculpture to        | To develop a wide   | e l  |
|          | develop and share       | range of art and    |      |
|          | their ideas,            | design techniques   | s in |
|          | experiences and         | using colour,       |      |
|          | imagination.            | pattern, texture,   |      |
|          |                         | line, shape, form   |      |
|          | Children at Parish will | and space.          |      |
|          | be able to:             | National            |      |
|          | Use a variety of        | Curriculum:         |      |
|          | tools, materials        | Pupils should be    |      |
|          | and objects to          | taught to develop   |      |
|          | create clean            | their techniques,   |      |
|          | prints.                 | including their     |      |
|          |                         | control and their   |      |
|          | Carry out different     | of materials, with  | į.   |
|          | printing                | creativity,         |      |
|          | techniques (e.g.        | experimentation a   | and  |
|          | monoprint, block,       | an increasing       |      |
|          | relief and resist       | awareness of        |      |
|          | printing).              | different kinds of  |      |
|          | Press, roll, rub and    | art, craft and desi | gn.  |
|          | stamp to make           |                     |      |
|          | prints. Make            | Children at Parish  | 1    |
|          | rubbings.               | will be able to:    |      |
|          |                         | Create printing     | ng   |
|          |                         | blocks by           |      |
|          |                         | simplifying ar      | n    |



| <ul> <li>Design repeating patterns and overlapping shape patterns.</li> <li>Mimic print from the environment (e.g. wallpapers, curtains, fabric)</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Explore mono printing. Make simple marks on rollers and</li> </ul> |  | initial idea – use relief or impressed method.  Described varied techniques.  Create prints with 3 overlays.  Work into prints with a range of media e.g. pens, colour pens and paints.  Be confident with printing on |
|--|--|--|
| printing palettes.<br>Take simple prints.  |  | paper and fabric.  • Alter and modify work. Adapt their work according to their views and describe how they might develop it further.  |



| Sculpture | National           | National Curriculum     | National                            |
|-----------|--------------------|-------------------------|-------------------------------------|
|           | Curriculum:        | To improve their        | Curriculum: Pupils                  |
|           | To use a range of  | mastery of art and      | should be taught to                 |
|           | materials          | design techniques,      | develop their                       |
|           | creatively to      | including drawing,      | techniques,                         |
|           | design and make    | painting and sculpture  | including their                     |
|           | products.          | with a range of         | control and their use               |
|           |                    | materials (For          | of materials, with                  |
|           | National           | example, pencil,        | creativity,                         |
|           | Curriculum         | charcoal, paint, clay)  | experimentation and                 |
|           | Use drawing        |                         | an increasing                       |
|           | painting and       | Children at Parish will | awareness of                        |
|           | sculpture to       | be able to:             | different kinds of                  |
|           | develop and share  |                         | art, craft and design.              |
|           | their ideas,       | Develop clay work       |                                     |
|           | experiences and    | using basic             | National                            |
|           | imagination.       | techniques to           | Curriculum:                         |
|           |                    | make small              | To improve their                    |
|           | Children at Parish | recognisable            | mastery of art and                  |
|           | will be able to:   | models.                 | design techniques,                  |
|           |                    | Cut, make and           | including drawing,                  |
|           | Experiment in      | combine shapes          | painting and                        |
|           | a variety of       | to create               | sculpture with a                    |
|           | malleable          | recognisable            | range of materials                  |
|           | media such as      | forms;                  | (For example, pencil,               |
|           | clay, salt         | Add materials to        | charcoal, paint, clay)              |
|           | dough,             | the sculpture to        | Children et Besieh                  |
|           | Modroc.            | create detail;          | Children at Parish will be able to: |
|           | Use a variety      | •                       | will be able to:                    |
|           | of shapes,         | Investigate             | • Dayslan                           |
|           | including lines    | carving using clay      | Develop  souletures using           |
|           | and texture.       | and plaster of          | sculptures using<br>modroc on wire  |
|           | Shape and          | paris                   | frame models                        |
|           | model              | Plan, design and        |                                     |
|           | materials for      | make models             | Plan and design     a sculpture;    |
|           | a purpose          | from observation        |                                     |
|           | (e.g. a pot,       | or imagination.         | Use tools and     materials to      |
|           | tile) from         |                         | materials to                        |





| Textiles | National           | National Curriculum:                | National Natio  | onal               |
|----------|--------------------|-------------------------------------|---|--------------------|
|          | Curriculum         | To improve their                    | Curriculum: Curri   | culum:             |
|          | To know about      | mastery of art and                  | To improve their To im  | prove their        |
|          | the work of a      | design techniques,                  | mastery of art and maste  | ery of art and     |
|          | range of artists,  | including drawing,                  | design techniques, desig  | n techniques,      |
|          | craft makers and   | painting and                        | including drawing, including  | ding drawing,      |
|          | designers,         | sculpture with a                    | painting and paint  | ing and            |
|          | describing the     | range of materials                  | sculpture with a sculp  | ture with a        |
|          | differences and    | (For example, pencil,               | range of materials range  | e of materials     |
|          | similarities       | charcoal, paint, clay)              | (For example, pencil, | example, pencil,   |
|          | between different  |                                     | charcoal, paint, clay) charc  | coal, paint, clay) |
|          | practises and      | Children at Parish                  |   |                    |
|          | disciplines and    | will be able to:                    | National Natio  | onal               |
|          | making links to    |                                     | Curriculum: Curri   | culum:             |
|          | their own work     | <ul> <li>Experiment with</li> </ul> | Pupils should be Pupils   | s should be        |
|          |                    | a range of                          | taught to develop taugh   | nt to develop      |
|          | Children at Parish | collage                             | their techniques, their   | techniques,        |
|          | will be able to:   | techniques such                     | including their including   | ding their         |
|          | Match and          | as tearing,                         | control and their use contr   | rol and their use  |
|          | sort fabrics       | overlapping and                     | of materials, with of ma  | aterials, with     |
|          | and threads        | layering to                         | creativity, creat   | ivity,             |
|          | for colour,        | create images                       | · · · · · · · · · · · · · · · · · · ·   | rimentation and    |
|          | texture,           | and represent                       | an increasing an inc  | creasing           |
|          | length, size       | textures.                           |   | eness of           |
|          | and shape.         | <ul> <li>Sort and group</li> </ul>  |   | rent kinds of      |
|          | ·                  | materials for                       | art, craft and design. art, c   | raft and design.   |
|          | Cut and shape      | different                           |   |                    |
|          | fabric using       | purposes e.g.                       |   | ren at Parish      |
|          | scissors.          | colour, texture.                    | will be able to: will b   | e able to:         |
|          |                    | <ul> <li>Fold, crumple,</li> </ul>  |   | Create 3D          |
|          | Apply shapes       | tear and overlap                    | textiles  | projects using     |
|          | with glue or       | papers.                             |   | pattern pieces     |
|          | by stitching.      | <ul> <li>Create and</li> </ul>      | using   | and seam           |
|          | ,                  | arrange shapes                      |   | allowance          |
|          |                    | appropriately.                      |   | Combine fabrics    |
|          |                    | Work on a large                     | g .   | o create more      |
|          |                    | scale –large                        | layering before ι   | useful             |
|          |                    | group pieces.                       | ļ ķ   | properties         |



|                 |                                  |                                   | Experiment using different colours.   | joining components  Begin to pin and tack fabrics together  Understand pattern layout  Select stitches most appropriate to join fabrics (blanket stitch, running stitch) | <ul> <li>Make quality products</li> <li>Pin and tack fabrics together</li> <li>Use the correct stitch for the product.</li> <li>Explore embroidery stitch used for decoration</li> </ul> |
|-----------------|----------------------------------|-----------------------------------|---------------------------------------|--|--|
| Collage / Craft | National                         | National Curriculum:              | National Curriculum:                  | :  |  |
|                 | Curriculum:                      | To develop a wide                 | To improve their                      |  |  |
|                 | To develop a wide                | range of art and design           | mastery of art and                    |  |  |
|                 | range of art and                 | techniques in using               | design techniques,                    |  |  |
|                 | design techniques                | colour, pattern,                  | including drawing,                    |  |  |
|                 | in using colour,                 | texture, line, shape,             | painting and                          |  |  |
|                 | pattern, texture,                | form and space                    | sculpture with a                      |  |  |
|                 | line, shape, form                |                                   | range of materials                    |  |  |
|                 | and space                        | Children at Parish will           | (For example, pencil,                 |  |  |
|                 |                                  | be able to:                       | charcoal, paint, clay)                |  |  |
|                 | Children at Parish               | <ul> <li>Create images</li> </ul> |                                       |  |  |
|                 | will be able to:                 | from a variety of                 | National Curriculum:                  |  |  |
|                 | <ul> <li>Sort collage</li> </ul> | media e.g.                        | To know about great                   |  |  |
|                 | materials into                   | photocopies,                      | artists, architects and               |  |  |
|                 | groups of                        | material, fabric,                 | designers in history                  |  |  |
|                 | smooth,                          | crepe paper,                      |                                       |  |  |
|                 | rough, shiny                     | magazines.                        | National Curriculum:                  |  |  |
|                 | etc.                             | Collect and sort                  | Pupils should be                      |  |  |
|                 | Create                           | colours                           | taught to develop                     |  |  |
|                 | corresponding                    | appropriate for an                | their techniques,                     |  |  |
|                 | collages                         | image.                            | including their control and their use |  |  |
|                 | Combine                          |                                   |                                       |  |  |
|                 | other                            |                                   | of materials, with                    |  |  |



| techniques               | creativity,             |
|--------------------------|-------------------------|
| with                     | experimentation and     |
| collage e.g.             | an increasing           |
| paint or                 | awareness of            |
| crayon                   | different kinds of art, |
| <u>Colour</u> – colour,  | craft and design.       |
| sort, name, match        |                         |
| colours                  | Children at Parish      |
| appropriately for        | will be able to:        |
| an image.                |                         |
| Shape – create           | Experiment with         |
| and arrange              | a range of              |
| shapes                   | collage                 |
| appropriately.           | techniques such         |
| <u>Texture</u> – create, | as tearing,             |
| select and use           | overlapping and         |
| textured paper for       | layering to             |
| an image.                | create images           |
| -                        | and represent           |
|                          | textures.               |
|                          | Sort and group          |
|                          | materials for           |
|                          | different               |
|                          | purposes e.g.           |
|                          | colour, texture.        |
|                          | Fold, crumple,          |
|                          | tear and overlap        |
|                          | papers.                 |
|                          | Create and              |
|                          | arrange shapes          |
|                          | appropriately.          |
|                          | Work on a large         |
|                          | scale –large            |
|                          | group collages.         |
|                          | Experiment              |
|                          | using different         |
|                          | colours.                |