

<u>Sacred Heart Catholic Primary School</u> <u>Key Learning in Art and Design</u>



National Curriculum Requirements

EYFS Early	National	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Goals	Curriculum Aims						
See also	Produce creative	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be
Communication	work, exploring	taught to use a	taught to use a	taught to create	taught to create	taught to create	taught to create
& Language,	their ideas and	range of	range of	sketch books to	sketch books to	sketch books to	sketch books to
PSED and	recording their	<u>materials</u>	<u>materials</u>	record their	record their	record their	record their
Physical	experiences	creatively to	creatively to	<u>observations</u>	<u>observations</u>	<u>observations</u>	<u>observations</u>
<u>Development</u>		design and	design and	and use them to			
	Become	make products	make products	review and	review and	review and	review and
Expressive Arts	proficient in			revisit ideas	revisit ideas	revisit ideas	revisit ideas
& Design:	drawing,	Pupils should be	Pupils should be				
-Safely use and	painting,	taught to	taught to	Pupils should be	Pupils should be	Pupils should be	Pupils should be
explore a	sculpture and	develop a wide	develop a wide	taught to	taught to	taught to	taught to
variety of	other art, craft	range of art and	range of art and	improve their	improve their	improve their	improve their
materials, tools	and design	<u>design</u>	<u>design</u>	mastery of art	mastery of art	mastery of art	mastery of art
and	techniques	techniques in	techniques in	and design	and design	and design	and design
techniques,		using colour,	using colour,	techniques,	techniques,	techniques,	techniques,
experimenting	Evaluate and	pattern,	pattern,	including	including	including	including
with colour,	analyse creative	texture, line,	texture, line,	drawing,	drawing,	drawing,	drawing,
design, texture,	works using the	shape, form and	shape, form and	painting and	painting and	painting and	painting and
form and	language of art,	<u>space</u>	<u>space</u>	sculpture with a	sculpture with a	sculpture with a	sculpture with a
function	craft and design			range of	range of	range of	range of
-Share their		Pupils should be	Pupils should be	<u>materials</u>	<u>materials</u>	<u>materials</u>	<u>materials</u>
creations,	Know about	taught to use	taught to use				
explaining the	great artists,	drawing,	drawing,				

process they	craft makers and	painting and	painting and	Pupils should be	Pupils should be	Pupils should be	Pupils should be
have used					-		
nave useu	designers, and	sculpture to	sculpture to	taught about	taught about	taught about	taught about
	understand the	develop and	develop and	great artists,	great artists,	great artists,	great artists,
	historical and	share their	share their	architects and	architects and	architects and	architects and
	cultural	<u>ideas,</u>	<u>ideas,</u>	designers in	designers in	designers in	designers in
	development of	experiences and	experiences and	<u>history</u>	<u>history</u>	<u>history</u>	<u>history</u>
	their art forms	imagination	imagination				
		Pupils should be	Pupils should be				
		taught about	taught about				
		the work of a	the work of a				
		range of artists,	range of artists,				
		craft makers	craft makers				
		and designers,	and designers,				
		describing the	describing the				
		differences and	differences and				
		<u>similarities</u>	<u>similarities</u>				
		<u>between</u>	<u>between</u>				
		<u>different</u>	<u>different</u>				
		practices and	practices and				
		disciplines, and	disciplines, and				
		making links to	making links to				
		their own work	their own work				

Years 1 to 6 to all use sketch books for all areas of art and design

N.B Please do not ask children to Google an artist as some images, although not inappropriate, would need to be approached sensitively (eg, nudes by some of the classic artists)

	YEAR A (2020-21)	YEAR B (2021-22)	YEAR A (2022-23)	YEAR B (2023-24)
AUTUMN	Previous curriculum	Painting	Drawing	Textiles
SPRING		Printing & Collage (see highlighted objectives to cover)	Painting	3-d

SUMMER	Drawing	3-d & Textiles (see	Printing	Collage
		highlighted objectives to		
		cover)		
ONGOING	*Object	ives for digital art are planned	into each term by the class te	acher

Skills Progression

*Underlined learning objectives/outcomes are identified as key learning. Children need to be achieving these to be assessed as 'on track' for age related expectations.

	Exploring and Developing Ideas Evaluating and Developing Work (ongoing all year)							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Represent their	Record and explore	Record and explore	Annotate work in a	Annotate work in a	Annotate work in a	Annotate work in		
own ideas,	ideas from first	ideas from first	sketch pad	sketch pad	sketch pad	a sketch pad		
thoughts and	hand observation	hand observation						
feelings through art	of real objects	of real objects	Select and record	Select and record	Select and record	Select and record		
and design	through drawing,	through drawing,	from first hand	from first hand	from first hand	from first hand		
	painting and 3D	painting and 3D	observation,	observation,	observation,	observation,		
Express themselves			experience and	experience and	experience and	experience and		
effectively	Talk about their	Talk about their	imagination, and	imagination, and	imagination, and	imagination, and		
	ideas and makes	ideas and makes	explore ideas for	explore ideas for	explore ideas for	explore ideas for		
Use what they have	choices e.g. chosen	choices e.g. chosen	different purposes	different purposes	different purposes	different purposes		
learnt about media	tools, materials	tools, materials			with increasing	with increasing		
and materials in			Question and make	Question and make	control	control		
original ways	Begin to work	Work creatively	thoughtful	thoughtful				
	creatively with a	with a range of	observations about	observations about				

thinking about uses	range of media and	media and on	starting points and	starting points and	Question and make	Question and
and purposes	on different scales	different scales	select ideas to use	select ideas to use	thoughtful	make thoughtful
p p p			in their work	in their work	observations about	observations
Express and	Identify what they	Identify what they			starting points and	about starting
respond to feelings,	might change in	might change in	Explore the roles	Explore the roles	select ideas to use	points and select
ideas and	their current work	their current work	and purposes of	and purposes of	in their work	ideas to use in
experiences	or develop in future	or develop in their	artists,	artists,		their work
	work	future work	craftspeople,	craftspeople,	Explore the roles	
Know about			architects and	architects and	and purposes of	Explore the roles
similarities and	Describe what they	Describe what they	designers working	designers working	artists,	and purposes of
differences among	think about the	think about the	in different times	in different times	craftspeople,	artists,
materials and types	work of an artist or	work of an artist or	and cultures	and cultures	architects and	craftspeople,
of art e.g. painting,	craft-maker. Why	craft maker and			designers working	architects and
drawing, sculpture,	do they like/dislike	how it can give	Compare ideas,	Compare ideas,	in different times	designers working
model	it?	them ideas	methods and	methods and	and cultures	in different times
			approaches in their	approaches in their		and cultures
Understands 'who',	Develop the	Develop the	own and others'	own and others'	Compare ideas,	
'what', 'where' in	language of art –	language of art –	work and say what	work and say what	methods and	Compare ideas,
simple questions	begin to ask	ask questions about	they think and feel	they think and feel	approaches in their	methods and
e.g. when looking	questions about a	a piece of art –	about them	about them	own and others'	approaches in
at a painting or	piece of art – have	have ideas about			work and say what	their own and
sculpture	ideas about what it	what it is about,	Adapt their work	Adapt their work	they think and feel	others' work and
	is about, identify	identify how it has	according to their	according to their	about them with	say what they
Identify what they	how it has been	been made.	views and describe	views and describe	greater insight.	think and feel
might change in	made	Compare and state	how they might	how they might	Adapt their work	about them with
their current work		preferences why.	develop it further	develop it further	according to their	greater insight.
or develop in future	Vocab: artist,				views and describe	Adapt their work
work	sculptor, colour,	Review what they	Compare the work	Experiment using	how they might	according to their
	pattern, shape,	and others have	of different artists	the ideas and styles	develop it further.	views and
Vocab: artist,	texture	done and say what		of different artists	Experiment using	describe how they
sculptor, colour,		they think and feel	Make links with an		the ideas and styles	might develop it
pattern, like,		about it	artist's work and	Develop further	of different artists.	further.
dislike			their own	what an artist is		Experiment using

Make links with an		trying to express in	Make links with an	the ideas and
artist's work and	Vocab: history of	their work	artist's work and	styles of different
their own	art, periods of art,		their own	artists.
	methods, portrait,	Make links with an		
Vocab: artist,	landscape	artist's work and	Understand the	Make links with an
sculptor, textile	,	their own	impact of art on a	artist's work and
artist, 3D, colour,			nation's culture or	their own
pattern, shape,		Vocab:	identity	
texture		history/periods of	,	Understand the
		art, mood,	Vocab: develop	impact of art on a
		emotion,	that language of	nation's culture or
		express/ion	art in terms of	identity
		,	techniques, how	,
			techniques or	Vocab: develop
			materials enhance	that language of
			an artist's	art in terms of
			message, interpret,	techniques, how
			composition,	techniques or
			foreground,	materials enhance
			background	an artist's
				message,
				interpret,
				composition,
				foreground,
				background,
				perspective

		Years 1 to 6 to all use	DRAWING e sketch books for all a	reas of art and design		
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus: Beatriz Milhazes	Artist Focus: Elizabeth Catlett	Artist Focus: Georges Seurat	Artist Focus: Amedeo Modigliani	Artist Focus: Pablo Picasso	Artist Focus: Stephen Wiltshire	Artist Focus: MC Escher
Create simple representations of events, people and objects	Begin to explore different mark- making with a variety of media; pencils, rubbers,	Experiment with confidence in different mark-making with a variety of media;	Use sketch books to collect and record ideas and include analysis of materials and	Use sketch books to refine and alter drawings. Include analysis of materials and	Use sketch books to collect and develop ideas which feed into a main piece of work	Use sketch books to collect and develop ideas which feed into a main piece of work
Experiment with a variety of media; pencils, rubbers, crayons, pastels,	crayons, pastels, felt tips, charcoal, ballpoints, chalk Draw lines of	pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	artists methods Experiment with greater control how surface detail	artists' methods Experiment with greater control how surface detail	Sketch books to include analysis of artists' methods as	Sketch books to include analysis of artists' methods as well as personal
felt tips, charcoal, ballpoints, chalk Look closely at	different shapes and thickness and select from two	Show better control and draw for longer periods	can be added to drawings	can be added to drawings	well as personal interactions with artists' work	interactions with artists' work
similarities, differences, patterns and change	different grades of pencil Draw on different scales	of time Draw lines of different shapes and thickness and	Draw on different scales Draw for a sustained period of	Draw on different scales Bring more independence to	Work from a variety of sources and continue to be experimental	Work from a variety of sources and continue to be experimental
Draw on different scales	Observe and draw shapes	select from three different grades of pencil	time Observe greater detail in portraits	choice of media and subjects in sketchbooks	Draw on different scales	Draw on different scales

Experiment with	Identify light and	Draw on different		Draw for a	Be confident to	Be confident to
mark making in	dark marks/shapes	scales	Make marks and	sustained period of	learn from	learn from
different materials	dark marks/snapes	Scales	lines with a wide	time	mistakes	mistakes
– sand, mud, soil,	Investigate textures	Explore hatching	range of drawing	time	IIIIstakes	IIIIstakes
flour	by making rubbings	and cross-hatching	implements e.g.	Master detail in	Work in a sustained	Work in a sustained
lioui	by making rubbings	and cross-natching			and independent	and independent
Draw on different	Usa simpla	Observe and draw	charcoal, pencil, crayon, chalk	portraits, capture	•	'
surfaces with a	Use simple			an expression or	way to create a	way to create a
	vocabulary for	shapes with greater	pastels, pens etc.	mood	detailed drawing	detailed drawing
range of media	texture e.g. rough,	<u>detail</u>	Experiment with	NA.L	tale and a service to a	tale att a attale the
Investigate textures	<u>smooth</u>		different grades of	Make marks and	Identify artists who	Identify artists who
by describing,		Investigate tone by	pencil and other	lines with a wide	have worked in a	have worked in a
naming, rubbing,		drawing light/dark	implements.	range of drawing	similar way and try	similar way and try
copying		lines, light/dark	Combine 2 or more	implements e.g.	out their methods	out their methods
		patterns, light/dark	<u>in work.</u>	charcoal, pencil,		
		shapes. Investigate		crayon, chalk	Start to develop	Start to develop
		textures by	Begin to show an	pastels, pens etc.	their own style	their own style
		describing, rubbing,	awareness of		using tonal contrast	using tonal contrast
		copying.	objects having a	Experiment with	and hatching	and hatching. Be
			third dimension	different grades of		able to explain
		Use vocabulary to		pencil and other	<u>Develop close</u>	their desired
		compare textures,	Use media to	implements.	observation skills	intentions and
		patterns	achieve variations		using a variety of	<u>effects</u>
			in tone and shading	Choose and	view finders	
				combine media for		Combine dry and
			Create textures	a desired effect	Continue to	wet media
			with a wide range		improve on	
			of drawing	Improve the	observational	Continue to master
			implements	awareness of 3D	details	observational
				and proportion in		details
			Apply a simple use	shapes	Begin to develop an	
			of pattern and		awareness of	Begin to use simple
			texture in a	Use media to	composition, scale	perspective in their
			drawing	achieve improved	and proportion in	work using a single

	1			
		variations in tone	their paintings e.g.	focal point and
		and shading	foreground, middle	<u>horizon</u>
			ground and	
		Create more	<u>background</u>	Continue to
		detailed textures		develop an
		with a wide range	Show an awareness	awareness of
		of drawing	of how paintings	composition, scale
		implements and	are created i.e.	and proportion in
		experiment	composition	their paintings e.g.
		layering media		foreground, middle
				ground and
		Apply pattern and		background
		texture in a		
		drawing by layering		Show an awareness
		media e.g. pencil,		of how paintings
		pen and pencil,		are created i.e
		charcoal		composition

			PAINTING			
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:
Paul Klee	David Hockney	Guiseppe Arcimboldo	Edgar Degas	Henri Rousseau	Leonardo Da Vinci	Georgia O'Keefe
Explore colour and how colour can be	Use a variety of tools and	Use a variety of tools and	Experiment with different effects	Experiment with different effects	Develop a painting from a drawing	Develop a painting from a drawing
changed	techniques including different	techniques including different	and textures including blocking	and textures including blocking	Use acrylic paint	Use acrylic paint
Explore what happens when colours are mixed	brush sizes and types of paint	brush sizes and types of paint	in colour, washes, thickened paint creating textural	in colour, washes, thickened paint creating textural	Carry out preliminary studies,	Carry out preliminary studies,
Mix colours using	Mix and match colours to artefacts	Mix and match colours to artefacts	effects	effects	trying out different media and	trying out different media and
red, blue and yellow to make	and objects	and objects	Work on a range of scales e.g. thin	Work on a range of scales e.g. thin	materials and mixing appropriate	materials and mixing appropriate
green, purple, orange, pink and	Work on different scales	Work on different scales	brush on small picture etc.	brush on small picture etc.	colours	colours
brown. Give names to colours.	Experiment with	Experiment with	Create different	Create different	Create imaginative work from a variety	Create imaginative work from a variety
	tools and	tools and	effects and	effects and	of sources e.g.	of sources e.g.
Experiment with adding materials to	techniques e.g. layering, mixing	techniques e.g. layering, mixing	textures with paint according to what	textures with paint according to what	drawing, themes,	observational drawing, themes,
paint to create texture. Mix	media, scrapping through	media, scrapping through	they need for the task	they need for the task	poetry, music	poetry, music
different media to create new effects.					Mix and match colours to create	Mix and match colours to create

	T	T	T	T		
	Name different	Name different	Mix colours and	Mix colours and	atmosphere and	atmosphere and
<u>Uses simple tools</u>	types of paint and	types of paint and	know which	know which	<u>light effects</u>	light effects
and techniques	their properties	their properties	primary colours	primary colours		
competently			make secondary	make secondary	Be able to identify	Be able to identify
	Mix primary shades	Explore primary	<u>colours</u>	colours	and work with	and work with
Children to express	and tones and	and secondary			complimentary and	complimentary and
opinions about	<u>name</u>	colours on a colour	Use more specific	Use more specific	contrasting colours	contrasting colours
colours they like		<u>wheel</u>	colour language	colour language		
and why they like	Mix secondary					Explain their
<u>them</u>	colours and name	Add white and	Mix and use tints	Mix and use tints		<u>choices</u>
	Add white and	black to make	and shades with	and shades to		
Use a range of	black to make	tones	<u>accuracy</u>	create moods and		
brush sizes and	tones			<u>expression</u>		
work on different		Add background	Create washes with			
coloured, sized,	Create textured	colours with a wash	watercolours for			
shaped papers	paint by adding		<u>backgrounds</u>			
	sand, plaster	Create textured				
Create marks with		paint by adding				
a variety of tools –		sand, plaster				
fingers, twigs etc.						

			PRINTING			
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:
Henri Matisse	William Morris	Alma Thomas	Bridget Riley	Banksy	Roy Lichtenstein	Katsushika Hokusai
						Create printing
Experiment with	Print with a range	Print with a range	Create printing	Create printing	Create printing	blocks by
printing using	of hard and soft	of hard and soft	blocks using a relief	blocks using a relief	blocks by	simplifying an
hands, feet and	materials e.g.	materials e.g.	or impressed	<mark>or impressed</mark>	simplifying an	initial sketch book
<mark>fingers</mark>	corks, pen barrels,	corks, pen barrels,	method e.g.	<mark>method e.g.</mark>	initial sketch book	<mark>idea</mark>
	sponge	sponge	texture from block	texture from block	<u>idea</u>	
Print with a range			made with coiled	made with coiled		Use relief or
of hard and soft	Take simple prints	Take simple prints	<u>string</u>	string string	Use relief or	impressed method
<u>materials e.g.</u>	i.e. mono-printing	i.e. mono-printing			impressed method	
corks, pen barrels,			Create repeating	Create repeating		Build up layers of
<u>sponge</u>	Roll printing ink	Roll printing ink	patterns with	patterns with	Build up layers of	prints for a desired
	over found objects	over found objects	planned translation	planned translation	prints for a desired	effect
Roll printing ink	to create patterns	to create patterns	or rotation	or rotation	effect	
over found objects	e.g. plastic mesh,	e.g. plastic mesh,				Work into prints
to create patterns	stencils	<u>stencils</u>	Print with two	Print with two	Work into prints	with a range of
e.g. leaves, stones,			colour overlays	colour overlays	with a range of	media e.g. pens,
packaging	Build repeating	Build repeating			<mark>media e.g. pens,</mark>	colour pens and
	patterns and	patterns and			colour pens and	<u>paints</u>
Make rubbings to	recognise pattern	<mark>recognise pattern</mark>			<mark>paints</mark>	
collect textures and	in the environment	in the environment				
<mark>patterns</mark>						
	Create simple					
	printing blocks with					

Recreate texture	press print and	Create simple		
using wallpaper,	<u>plasticine</u>	printing blocks with		
string, polystyrene		press print		
	Make rubbings to			
Use tools	collect textures and	Design more		
competently and	patterns	repetitive patterns		
appropriately	Draw patterns on			
	carbon paper	Experiment with		
		overprinting motifs		
		and colour on		
		carbon paper		

			TEXTILES			
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:
Jackson Pollock	Gustav Klimt	Nnenna Okore	Kazuhito Takadoi	Harriet Powers	Abdoulaye Konate	Frank Bowling
Manipulate						
materials for a	Match and sort	Match and sort	Use a variety of		Use different	Use different
planned effect	fabrics and threads	fabrics and threads	techniques, e.g.	Use a variety of	grades of threads	grades of threads
	to colour, texture,	to colour, texture,	printing, dyeing,	techniques, e.g.	and needles	and needles
Match and sort	length, size and	length, size and	weaving and	printing, dyeing,		
fabrics and threads	shape	shape	stitching to create	weaving and	Experiment with	Experiment with
to colour, texture,			different textural	stitching to create	batik or felt	batik or felt
length, size and	Change and modify	Change and modify	<u>effects</u>	different textural	<u>techniques</u>	techniques
<u>shape</u>	threads and fabrics,	threads and fabrics,		effects		
	knotting, fraying,	knotting, fraying,	Match the tool to		Experiment with a	Experiment with a
Handle and	fringing, pulling	fringing, pulling	the material	Match the tool to	range of media to	range of media to
manipulate	threads, twisting,	threads, twisting,		the material	overlap and layer	overlap and layer
materials such as	plaiting	plaiting	Develop skills in		creating interesting	creating interesting
threads, cottons,			stitching, cutting	Develop skills in	colours and	colours and
wool, raffia, grass	Cut and shape	Cut and shape	and joining	stitching, cutting	textures and	textures and
	fabric using	fabric using		and joining	effects	<u>effects</u>
Deconstruct cloths	scissors/snips	scissors/snips	Colour fabrics			
and threads				<u>Use applique</u>		
	Apply shapes with	Apply shapes with		<u>techniques</u>		
	glue or by stitching	glue or by stitching				

Safely use and			Colour fabrics	
explore a variety of	Create fabrics by	Apply decoration		
materials, tools and	weaving i.e. grass	using beads,		
techniques	through twigs	buttons, feathers		
experimenting with		etc.		
colour, design,				
texture, form and		Apply colour with		
function		printing, dip		
		dyeing, fabric		
		crayons		
		Create fabrics by		
		weaving i.e. grass		
		through twigs		

	3-d						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	
Barbara Hepworth	Augusta Savage	Henry Moore	Chad Knight	Anthony Gormley	Nick Park	Claes Oldenburg	
Manipulate	Manipulate	Manipulate	Plan, design and	Plan, design and	Shape, form, model	Shape, form, model	
materials for a	malleable materials	malleable materials	make models from	make models from	and construct from	and construct from	
planned effect	in a variety of ways	in a variety of ways	observation or	observation or	observation or	observation or	
	including rolling	including rolling	imagination	imagination	imagination	imagination	
Construct with a	and kneading for a	and kneading for a					
purpose in mind	purpose e.g. tile,	purpose e.g. tile,	Join clay	Join clay	Use recycled,	Use recycled,	
using a variety of	<u>animal</u>	animal	adequately and	adequately and	natural and man-	natural and man-	
resources			construct a simple	construct a simple	made materials to	made materials to	
	Understand the	Understand the	base for extending	base for extending	create sculptures	create sculptures	
Select tools and	safety and basic	safety and basic	and modelling	and modelling			
techniques needed	care of materials	care of materials	other shapes	other shapes	Plan a sculpture	<u>Plan a sculpture</u>	
to shape, assemble	and tools	and tools			through drawing	through drawing	
and join materials			Create surface	Create surface	and other	and other	
they are using	Experiment with	Experiment with	patterns and	patterns and	preparatory work	preparatory work	
	constructing and	constructing and	textures in a	textures in a			
Begin to construct,	joining recycled,	joining recycled,	malleable material	malleable material	Develop skills in	Develop skills in	
stacking blocks	natural and man-	natural and man-			using clay including	using clay including	
vertically and	made materials	made materials	Use papier mache	<u>Use papier mache</u>	slabs, coils, slips etc	slabs, coils, slips etc	
horizontally,			to create a simple	to create a simple			
			3-D object	3-D object			

making enclosures	Change the surface	Change the surface		Produce intricate	Produce intricate
and creating spaces	of a malleable	of a malleable		patterns and	patterns and
	material e.g. build a	material e.g. build a		textures in a	textures in a
Experiment with	textured tile	textured tile		malleable media	malleable media
malleable materials					
e.g. plasticine,		Use simple 2-D		Explain how an	Follow and refine
dough, clay, mod		shapes to create a		artist might	their own plans
roc, pipe cleaners		3-D form		influence their own	
				work	Explain how an
Roll a ball shape					artist might
and a sausage					influence their own
shape using hands,					work
pinch and roll coils					
Join simple found					
forms together					

	COLLAGE						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	Artist Focus:	
Andy Goldsworthy	Wassily Kandinsky	Pierre Mondrian	Synthia Saint James	Chris Ofili	Frida Kahlo	Vincent Van Gogh	
Manipulate	Create images from	Create images from	Experiment with a	Experiment with a	Add collage to a	Add collage to a	
materials for a	a variety of media	a variety of media	range of collage	range of collage	painted, printed or	painted, printed or	
planned effect	e.g. photocopied	e.g. photocopied	techniques such as	techniques such as	drawn background	drawn background	
piannea circui	material, fabric,	material, fabric,	tearing,	tearing,	<u>arawii backgrouna</u>	arawii backgrouna	
Collage a range of	crepe paper,	crepe paper,	overlapping and	overlapping and	Use a range of	Use a range of	
fabrics	magazines etc.	magazines etc.	layering to create	layering to create	media to create	media to create	
			images and	images and	collages	collages	
Sort materials	Arrange and glue	Arrange and glue	represent textures	represent textures			
according to	materials to	materials to			Use different	<u>Use different</u>	
specific qualities,	different	different	Cut with precision	Use collage as a	techniques, colours	techniques, colours	
e.g. warm, cold,	backgrounds	backgrounds		means of collecting	and textures etc.	and textures etc.	
shiny, smooth			Use collage as a	ideas and	when designing	when designing	
	Collect, sort, match	Collect, sort, match	means of collecting	information and	and making pieces	and making pieces	
Combine materials	colours appropriate	colours appropriate	ideas and	building a visual	of work	<u>of work</u>	
to create new	for an image	for an image	information and	vocabulary			
effects e.g. string,			building a visual		Use collage as a	Use collage as a	
tissue paper and	Create and arrange	Create and arrange	vocabulary	Mix collage with	means of extending	means of extending	
<u>glue</u>	shapes	<u>shapes</u>		other media	work from initial	work from initial	
	appropriately	<u>appropriately</u>			ideas	ideas	

Fold, crumple and					
tear papers	Fold, crumple, tear	Sort and group		Use ceramic mosaic	Use ceramic mosaic
	and overlap papers	materials for			
Explore different		different purposes			Adapt, extend and
methods of	Work on different	e.g. colour, texture			justify their work
attaching materials	scales				
<u>– glue, tape</u>		Fold, crumple, tear			
		and overlap papers			
Experience					
different types of		Work on different			
glue (stick and		scales			
liquid)					
		Create select and			
		use textured paper			
		for an image			

	DIGITAL								
This	This is an extra area, elements of which can be added into the main 6 areas. This is not taught as a discrete area in itself.								
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6			
Explore ideas using	Explore ideas using	Explore ideas using	Record and collect	Record and collect	Record, collect and	Record, collect and			
digital sources i.e.	digital sources i.e.	digital sources i.e.	visual information	visual information	store visual	store visual			
internet	internet	<u>internet</u>	using digital	using digital	information using	information using			
			cameras	cameras	digital cameras	digital cameras			
Record visual	Record visual	Record visual							
information using	information using	information using	Present recorded	Present recorded	Present recorded	Present recorded			
iPads, cameras	iPads, cameras	iPads, cameras	visual images using	visual images using	visual images using	visual images using			
			<u>software</u>	software	software e.g.	software e.g.			
Use a simple	Use a simple	Use a simple			PowerPoint,	<u>PowerPoint,</u>			
graphics package to	graphics package to	graphics package to	Use a graphics	Use a graphics	Keynote, Brushes	Keynote, Brushes			
create images and	create images and	create images and	package e.g.	package e.g.					
effects by changing	effects with:	effects with:	BeFunky to create	BeFunky to create	Use a graphics	Use a graphics			
brush size and	<u>Lines</u> by changing	Lines by changing	images and effects	images and effects	package to create	package to create			
colours	the size of brushes	the size of brushes	with;	with;	and manipulate	and manipulate			
	in response to	in response to	<u>Lines</u> by controlling	<u>Lines</u> by controlling	new images	new images			
Work on different	ideas	ideas	the brush tool with	the brush tool with					
scales – computer			increased precision	increased precision	Be able to import	Be able to import			
and interactive	Shapes using	Shapes using			an image (scanned,	an image (scanned,			
whiteboard	eraser, shape and	eraser, shape and	Change the type of	Change the type of	retrieved, taken)	retrieved, taken)			
	fill tools	fill tools	brush to an	brush to an	into a graphics	into a graphics			
	Colour and Texture	Colour and Texture	appropriate style	appropriate style	<u>package</u>	package			
	using simple filters	using simple filters							

to manipulate an	d to manipulate and	Create shapes by	Create shapes by	Understand that a	Understand that a
create images	create images	making selections	making selections	digital image is	digital image is
		to cut, duplicate	to cut, duplicate	created by layering	created by layering
Use basic selection	n Use basic selection	and repeat	and repeat		
and cropping too	ls and cropping tools			Create layered	Create layered
		Experiment with	Experiment with	images from	images from
		colours and	colours and	original ideas	original ideas
		textures by using	textures by using		
		effects and simple	effects and simple		
		filters to	filters to		
		manipulate and	manipulate and		
		create images for a	create images for a		
		purpose	purpose		