

Art & design Skills Coverage and Progression

Long Term Planning – Art and Design

Art in Nursery

| Expressive Art and Design | | | | | |
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| <p>Development matters Children will start to:</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. | | | | | |
| <p>Term 1 End Point</p> <p>Drawing Children will have experimented and explored with a range of media including pencils, crayons, pastels. They will have a growing understanding of different lines- straight, curvy, short, long. They will start to enclose a line to make a circle shape.</p> <p>Painting Children will have a range of opportunities to experiment with paint with a focus on colour, shape and line</p> <p>Key Vocabulary: Paint brush, paint, pencil, drawing, painting</p> | <p>Term 2 End Point</p> <p>Colour mixing Children will have experimented with the primary colours and a range of different sized brushes. They will comment on the colours they see and make.</p> <p>Key Vocabulary: thick, thin, flat, long, short, soft, hard</p> | <p>Term 3 End Point</p> <p>3D/2D structure Children will have experimented with a range of 3D shapes and investigated representing objects through building.</p> <p>Children will have experienced ongoing investigation of paint, printing, modelling</p> <p>Key Vocabulary: Colour names, build, model, cut</p> | <p>Term 4 End Point</p> <p>Collage Children will have explored and experimented with a range of materials of different patterns and texture.</p> <p>Key Vocabulary: rough, smooth, bumpy, next to, colour</p> | <p>Term 5 End Point</p> <p>Digital Media Children will have explored the 'Paint' programme to create simple pictures through line.</p> <p>Key Vocabulary: line, thin, thick, colour names, brush</p> | <p>Term 6 End Point</p> <p>Printing and Observational Art Children will have explored and experimented with sponge and vegetable printing. Children will be starting to use tools with a purpose</p> <p>Key Vocabulary- line, thin, thick, colour names, brush, print, pattern</p> |

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Art in Reception

| Expressive Art and Design | | | | | |
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| <p>Creating with materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. | | | | | |
| <p>Term 1 End Point</p> <p>Drawing Children will have created a final drawing outcome, by representing objects and actions through observational drawings.</p> <p>Painting Children will have used paint and brushes appropriately.</p> <p>Key Vocabulary: Naming equipment</p> | <p>Term 2 End Point</p> <p>Painting Children will have created a painting by mixing primary colours, using different brushes to create different lines and through observation.</p> <p>Key Vocabulary: thick, thin, flat, long, short, soft, hard, sponge, straight, curved, wiggle, zig zag, shape, size, pattern shade, observe, stop, think, adapt, change, detail</p> | <p>Term 3 End Point</p> <p>Sculpture: 3D Folding + manipulating paper Children will have created a 3D sculpture to represent an object using manipulating and folding techniques.</p> <p>Painting Children will have created different shades of colour. Children will have created different effects using a range of tools e.g., sponges /rollers /toothbrush/ rollers/sticks. Children will have created paintings using tools to create an intended effect.</p> <p>Key Vocabulary: shade, lighter, darker, effect, more, less, inspiration, tools, rollers, cotton buds, fingers, printing</p> | <p>Term 4 End Point</p> <p>Collage Children will have produced a collage using a range of different colours, patterns and textures.</p> <p>Digital Media Children will have a good understanding of the 'Paint' programme and will have created simple pictures.</p> <p>Painting Children will have created a painting with opportunities to add white to create a shade. Children will have been able to choose the right tool for a piece of work and used a variety of textured paints.</p> <p>Key Vocabulary: shade, lighter, darker, more, less, enough, gradually detail, line, shape, thin, round, curved, rough, smooth, thick, consistency, runny, bumpy, lumpy</p> | <p>Term 5 End Point</p> <p>Textiles Children will create a final piece using a range of materials to make a collage. They will have created repeating patterns and know how to use colours for purpose.</p> <p>Painting Children will understand how to use colours for purpose, use lines for different effects and mix and match colours to artefacts and objects.</p> <p>Key Vocabulary: shade, lighter, darker, more, less, enough, gradually detail, line, shape, thin, round, curved, rough, smooth, thick, consistency, runny, bumpy, lumpy</p> | <p>Term 6 End Point</p> <p>Painting Children will be able to choose the correct brush for the task and adopt and change work to make improvements. Children will create a detailed painting from their imagination.</p> <p>Key Vocabulary- improve, like, dislike, amend, change, evaluate, modify, reflect</p> |

National Curriculum - Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically

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| and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. | |
| Aims | |
| The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | |
| National Curriculum Objectives | |
| KS1 | KS2 |
| Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Pupils should be taught to <ul style="list-style-type: none"> • 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. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history |

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| Skills End Points | | | |
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| | KS1 | LKS2 | UKS2 |
| Drawing | Children should be able to: Year 1 <ul style="list-style-type: none"> • Draw lines of varying thickness • Use two grades of pencil in their drawings • Use dots and lines to demonstrate pattern and texture • Use different materials to draw, for example, pastels, chalks, felt tips Year 2 <ul style="list-style-type: none"> • Draw adding detail using a variety of different line widths • Use three grades of pencil in their drawing • Show pattern and texture in their drawing • Use shading to show light and dark features when drawing | Children should be able to: Year 3 <ul style="list-style-type: none"> • Use my sketches to produce a final piece of work • Use different grades of pencil shade to show different tones and texture Year 4: <ul style="list-style-type: none"> • Add an explanation of my sketch to my notes • Begin to show facial expressions and body language in my sketches • Identify and draw simple objects and use marks and lines to produce texture • Explain why I have chosen specific materials to draw with | Children should be able to: Year 5: <ul style="list-style-type: none"> • Organise line, tone, shape and colour to represent figures and forms of movement • Identify and draw simple objects using dry and wet media, and use marks such as shading, hatching, patterns and lines to produce texture • Show reflections • Use shading to create mood and feeling Year 6 <ul style="list-style-type: none"> • Create sketches that communicate emotions and a sense of self with accuracy and imagination • Explain why they have chosen specific drawing techniques and used specific media (wet and dry) to create an end result • Produce observational drawings, in proportion, using simple perspective in their work using a single focal point. |
| | <i>Build upon prior vocabulary and: line, drawing, detail, landscape/ portrait, cityscape, bold, size, fine, thin, simple, shade</i> | <i>Build upon prior vocabulary and: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, grade, scale, symmetry, refine, alter, visual</i> | <i>Build upon prior vocabulary and: Observation, photographs, visual images, Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</i> |

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| Painting | <p>Children should be able to:</p> <p>Year 1</p> <ul style="list-style-type: none"> Explore a variety of tools and techniques including brush size – thick and thin Have an understanding of identifying primary colours by name Mix primary shades and tones and mix colours to create new colours needed Understand primary colours can be mixed to make secondary colours Understand that colours can be grouped into warm and cool colours Know that adding white will make a shade lighter and adding black will make a shade darker Work on different scales <p>Year 2</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including choosing a brush size for a purpose Mix primary shades and tones and mix colours to create all the secondary colours Add white to make a lighter tint. Add black to make a darker tone. Work confidently on different scales | <p>Children should be able to:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Predict with accuracy the colours that I mix Say where each of the primary and secondary colours sit on the colour wheel Create a background using a wash Uses a range of brushes to create different effects <p>Year 4:</p> <ul style="list-style-type: none"> Use shading and tone to create mood and feeling Use varied brush techniques to create shapes, textures, patterns and lines Create textures with paint Mix colours effectively using the correct language Learn and practice a variety of techniques such as overlapping and montage | <p>Children should be able to:</p> <p>Year 5:</p> <ol style="list-style-type: none"> Create imaginative work from a variety of sources e.g. observational drawing, themes poetry and music. Carry our preliminary studies, trying out different media, materials and mixing appropriate colours. Develop a painting from a drawing. Mix and match colours to create atmosphere and light effects. Identify primary, secondary, complimentary and contrasting colours. <p>Year 6:</p> <ul style="list-style-type: none"> Work with complimentary colours. Create a colour palette, demonstrating mixing techniques. Use a range of paint such as acrylic, oil paints, water colours to create visually interesting pieces. |
| | Key Skills Progression Terminology: Painting | | |
| | | <p><i>Build upon prior vocabulary and: brush stroke, bold, thin, line, shape, texture, cool, warm, bright, dark, tone, contrasting, swirl</i></p> | <p><i>Build upon prior vocabulary and: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, opacity, application, properties, blocking</i></p> <p><i>Year 4 Vocabulary to build upon: Tint, tone, hue</i></p> |

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| Collage | <p>Children should be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Begin to sort and group materials for different purposes and arrange shapes appropriately. Fold, crumple, tear and overlap papers. Create images from a variety of media, arranging and gluing to backgrounds. Observe and draw shapes from observations. <p>Year 2:</p> <ul style="list-style-type: none"> Sort and group materials for different purposes and arrange shapes appropriately. Fold, crumple, tear and overlap papers in order to create a representation of art and say why they have chosen to use these techniques Make a mosaic, thinking carefully about shape, colour and design Use repeated patterns in their collage Create images from a variety of media, arranging and gluing to backgrounds. Observe and draw shapes with increasing detail. | <p>Children should be able to:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Cut very accurately. Overlap materials to achieve a desired effect Experiment with the technique of collage using different colours and textures Refine my work as I go to ensure precision <p>Year 4:</p> <ul style="list-style-type: none"> Select colours and materials to create effect, giving reasons for my choices. Refine my work as I go to ensure precision. | <p>Children should be able to:</p> <p>Year 5:</p> <ul style="list-style-type: none"> Create and arrange accurate patterns using a range of mixed media. Plan and design a collage. Add collage to a painted or printed background. <p>Year 6:</p> <ul style="list-style-type: none"> Create and arrange accurate patterns using a range of mixed media. Plan and design a collage. Add collage to a painted or printed background. |
| | Key Skills Progression Terminology: Collage | | |
| | | <p><i>Build upon prior vocabulary and: fold, crumple, overlap, tear, shape, texture</i></p> | <p><i>Build upon prior vocabulary and: texture, shape, form, line, space, pattern, mosaic, layering, transparent, overlapping, tactile</i></p> |
| Printing | <p>Children should be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials. Make simple marks on rollers and printing palettes. Take simple prints in mono-printing by rolling ink over objects. Build repeating patterns and create their own simple pattern with a press print such as vegetables <p>Year 2:</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials using rollers, string prints, block prints Design their own printing block. Print onto paper and textile | <p>Children should be able to:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Use more than one colour to layer in a print Replicate patterns from observation and make my own repeated patterns with precision. <p>Year 4:</p> <ul style="list-style-type: none"> Create an accurate print design, using more than one colour to layer. Print on different materials, making repeated patterns with precision and replicating these patterns from observation. Design and make printing blocks. | <p>Children should be able to:</p> <p>Year 5:</p> <ul style="list-style-type: none"> Develop techniques in mono, block and relief printing. Create and arrange accurate patterns within printing techniques. Work into prints with a range of media such as pens or paints. Develop techniques in mono, block and relief printing. <p>Year 6:</p> <ul style="list-style-type: none"> Confidently use relief or impressed method. Look carefully at the methods they use and make decisions about the effectiveness of their printing methods Design and create printing blocks/ tiles by simplifying a sketch book idea. Explore and create prints with three overlays |

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| Key Skills Progression Terminology: Printing | | | |
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| | <i>Build upon prior vocabulary and: colour, shape, printing, printmaking, relief printing, object, stencil, pattern, texture</i> | <i>Build upon prior vocabulary and: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers, water resistant</i> | <i>Build upon prior vocabulary and: Monotype, printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</i> |
| Sculpture | <p>Children should be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Use materials other than clay to create 3D sculptures - plasticene Use a variety of techniques such as rolling and shapes including line and texture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills. <p>Year 2</p> <ul style="list-style-type: none"> Use materials other than clay to create 3D sculptures – plasticene or papier mache Use a variety of techniques such as rolling and shapes including line and texture. Use tools and materials to carve, add shape, add texture and pattern to clay and other malleable materials. Develop and use a range of cutting and joining skills independently | <p>Children should be able to:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Develop their own design criteria and use these to form ideas and refer to their design criteria as they design and make. Begin to assemble, join and combine materials and components with some accuracy, applying varying finishing techniques. Start to explain how particular parts of their product works and use their design criteria to evaluate their finished product. <p>Year 4:</p> <ul style="list-style-type: none"> Develop their own design criteria and use these to form ideas; referring to these when they design and make. Effectively assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques. Use their design criteria to evaluate their finished product, explaining how particular parts of their product work. | <p>Children should be able to:</p> <p>Year 5:</p> <ul style="list-style-type: none"> Shape, model and construct from observation or imagination. Develop cutting and joining skills in using clay including using wire, slabs, coils and slips. Use tools and materials to carve, add shape, add texture and pattern. Use recycled, natural and man-made materials to create sculptures, other than clay <p>Year 6:</p> <ol style="list-style-type: none"> Confidently use tools and materials to produce intricate textures in malleable media. Plan and design a sculpture through drawing. |
| | Key Skills Progression Terminology: Sculpture | | |
| | <i>Build upon prior vocabulary and: form, structure, texture, shape, mark, soft, join, tram, cut, cross hatch, slip</i> | <i>Build upon prior vocabulary and: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, carve</i> | <i>Build upon prior vocabulary and: Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</i> |

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| Textiles | <p>Children should be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Match, sort and group fabrics and threads. Cut and shape fabrics using scissors and snips. Begin to create and use dyes. Explore attaching buttons, beads and feathers through stitching <p>Year 2:</p> <ul style="list-style-type: none"> Match, sort and group fabrics and threads. Weave with fabric and thread Cut and shape fabrics using scissors and snips. Create and use dyes. Attach buttons, beads and feathers through stitching | <p>Children should be able to:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Begin to use a variety of techniques to create different textural effects. Develop my skills in stitching, cutting and joining. Select appropriate materials and give their reasons. <p>Year 4:</p> <ol style="list-style-type: none"> Use a variety of techniques to create different textural effects. Effectively develop their skills in stitching, cutting and joining. Select appropriate materials and explain their reasons. | <p>Children should be able to:</p> <p>Year 5:</p> <ul style="list-style-type: none"> Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. Explore and use fabric to create 3D structures. Experiment with batik technique. Select and use tools and materials such as cutting, shaping, joining and finishing. Evaluate a product against the original design specification. <p>Year 6:</p> <ul style="list-style-type: none"> Confidently work with a range of media to overlap and layer to create interesting colours, textures and effects. Confidently use different grades of threads and needles. Add decoration to create effect. Evaluate the product personally and seek evaluation from others. |
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| Key Skills Progression Terminology: Textiles | | | |
| | <i>Build upon prior vocabulary and: colour, texture, length, size, shape, knotting, plaiting, fringing, twisting, cut and shape, attaching, assemble, decoration, joining, stitching</i> | <i>Build upon prior vocabulary and: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, stitch, embroidery, applique, overlapping, join, assemble</i> | <i>Build upon prior vocabulary and: Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture, Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Aesthetic</i> |
| Digital Media | <p>Children should be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Begin to explore ideas using digital sources and use the eraser, shape and fill, cropping tool. With support, record visual information using digital cameras and recorders. Explore and use a simple graphics package to create images and effects. <p>Year 2:</p> <ul style="list-style-type: none"> Explore ideas using digital sources and use the eraser, shape and fill, cropping tool. Record visual information using digital cameras and recorders. Explore and use a simple graphics package to create images and effects. | <p>Children should be able to:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Explore, record and collect images using digital cameras Change the type of brush to an appropriate style eg charcoal Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose. <p>Year 4:</p> <ol style="list-style-type: none"> Use a graphics programme to create images and effects with lines by controlling the brush tool with increased precision Create shapes by making sections to cut, duplicate and repeat | <p>Children should be able to:</p> <p>Year 5:</p> <ul style="list-style-type: none"> Investigate using a graphics package to present visual images. Explore, record, collect and store images using digital cameras and videos. <p>Year 6:</p> <ul style="list-style-type: none"> Use graphics package to create and manipulate my own image |

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| Key Skills Progression Terminology: Digital Media | | |
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| <i>Build upon prior vocabulary and: line, drawing, detail, , bold, size, fine, thin, simple, shade</i> | <i>Build upon prior vocabulary and: light, dark, tone, shadow, line, pattern, form, shape, tone, outline, scale, symmetry, refine, alter, visual</i> | <i>Build upon prior vocabulary and: Observation, photographs, visual images, Lines, Marks,, patterns, shapes within a drawing, a tonal contrast, shading, Perspective and Composition: perspective, single focal point, scale, foreground, middle ground, background</i> |

| Topic End Points- KS1 | |
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| CYCLE A | CYCLE B |


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| What's your story? Key Text: The Lion inside Lights on Cotton Rock | NC knowledge Objectives: | Skills Final Outcome: Progressive Skills <ul style="list-style-type: none"> Use two/ three grades of pencil in their drawings To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. To use different materials to draw, for example pastels, chalk, felt tips. | Where will our future take us? Key Text: Bob the man on the moon Take Flight(animation) | NC Knowledge Objectives: Pupils should be taught to: <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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Painting  Artist Study: Van Gogh Text link: Katie's Picture Show Final Outcome: Van Gogh Starry Night Progressive Skills <ul style="list-style-type: none"> Exploring a variety of tools and techniques including brush sizes. Identify primary colours by name. Mix primary shades and tones. Independently mix colours to create colours needed. To know primary colours can be mixed to make secondary colours. To know that colours can be grouped into warm and cool colours. Work on different scales. Name and compare different types of paint + their properties (water colour, acrylic) Experiment with tools and techniques – layering ad mixing media. |
| Lesson Sequence | | | Lesson Sequence | | |


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| <p>What's inside your imagination?</p> <p><u>Key Text:</u> Emily Brown and the thing</p> <p>Ocean meets Sky</p> | NC Objectives: | <p>Printing</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> To print with a range of hard and soft materials e.g. corks/ sponges. Make simple marks on rollers and printing pallets. Take simple prints in mono-printing. Rolling ink over objects such as stencils/ mesh. Build repeating patterns. Create their own simple pattern with a press print. | <p>Hidden behind the picture is?</p> <p><u>Key Text:</u> Katie's Picture Show</p> | <p>NC Objectives: Pupils should be taught to:</p> <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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Printing</p>  <p>Artist Study: Henri Rousseau</p> <p>Final Outcome: Printing influenced by Tiger by Henri Rousseau/ Designing own Christmas Wrapping paper</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> To print with a range of hard and soft materials e.g. corks/ sponges. Make simple marks on rollers and printing pallets. Take simple prints in mono-printing. Rolling ink over objects such as stencils/ mesh. Build repeating patterns. Create their own simple pattern with a press print. |
| | Lesson Sequence | | | Lesson Sequence | |


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| <p>What's the greatest invention?</p> <p><u>Key Text:</u> The Tin Forest</p> <p>Traction Man</p> <p>Girl and Robot</p> | NC Objectives: | <p>Painting</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Exploring a variety of tools and techniques including brush sizes. Identify primary colours by name. Mix primary shades and tones. Independently mix colours to create colours needed. To know primary colours can be mixed to make secondary colours. To know that colours can be grouped into warm and cool colours. Work on different scales. Name and compare different types of paint + their properties (water colour, acrylic) Experiment with tools and techniques – layering and mixing media. | <p>Can we investigate?</p> <p><u>Key Text:</u> Meercat Mail</p> | <p>NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Collage</p>  <p>Artist Study: Henri Matisse, Antoni Gaudi</p> <p>Final Outcome: Mosaic Tile</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Sort and group materials for different purposes/ colour and texture. Fold, crumple, tear and overlap papers. Create images from a variety of media – arrange and glue materials to different backgrounds. Create and arrange shapes appropriately. Observe and draw shapes from observations |
| | Lesson Sequence: | | | Lesson Sequence: | |


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| <p>Where could your book take you?</p> <p>Key Text: The Last Wolf</p> <p>The Pea and the Princess</p> <p>The Clock Tower</p> | <p>NC Objectives:</p> | <p>Sculpture</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Use materials other than clay to create 3D sculpture. Use a variety of techniques e.g., rolling, cutting, pinching. Use a variety of shapes including lines and texture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills e.g., using cross-hatching, slabs and slips. | <p>What's between the pages?</p> <p>Key Text: Who's afraid of the big bad book?</p> | <p>NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Sculpture</p>  <p>Artist Study: Henry Moore</p> <p>Final Outcome: Clay Gargoyle</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Use materials other than clay to create 3D sculpture. Use a variety of techniques e.g., rolling, cutting, pinching. Use a variety of shapes including lines and texture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills e.g., using cross-hatching, slabs and slips. |
| Lesson Sequence: | | | | Lesson Sequence: | |

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| <p>Where in the world are we?</p> <p>Key Text: The Suitcase</p> <p>Grandad's Secret Giant</p> | <p>NC Objectives:</p> | <p>Textiles</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. Explore, change and modify threads and fabrics e.g., knotting, fraying, fringing, pulling, twisting and plaiting. Cut and shape fabrics using scissors and snips. Create fabrics by weaving materials e.g. twigs, carrier bags, grass. Create and use dyes e.g., onion skins, tea and coffee/ experiment with fabric crayons. Explore attaching beads, buttons, feathers through the technique of stitching or gluing. Apply colour by dipping printing. <p>Digital Media</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Explore ideas using digital sources. Record visual information using digital cameras and recorders. Explore and use a simple graphics package to create images and effects with lines by changing the size of the brushes. Use eraser, Shape and fill. Use cropping tools. | <p>How eco-friendly are we?</p> <p>Key Text: The Storm Whale</p> <p>The big book of blue</p> | <p>NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Textiles</p>  <p>Artist Study:</p> <p>Final Outcome: Under the sea textile animals</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. Explore, change and modify threads and fabrics e.g., knotting, fraying, fringing, pulling, twisting and plaiting. Cut and shape fabrics using scissors and snips. Create fabrics by weaving materials e.g. twigs, carrier bags, grass. Create and use dyes e.g., onion skins, tea and coffee/ experiment with fabric crayons. Explore attaching beads, buttons, feathers through the technique of stitching or gluing. Apply colour by dipping printing. <p>Digital Media</p> <p>Final Outcome: Stop Motion film using plastic and under the sea textile animals</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Explore ideas using digital sources. Record visual information using digital cameras and recorders. |
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Art & design Skills Coverage and Progression



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| | Lesson Sequence: | | Lesson Sequence |
| <p>What is the greatest show?</p> <p><i>Key Text:</i> The Bear and the Piano Biscuit Bear</p> | <p>NC Objectives:</p> <p>Collage</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Sort and group materials for different purposes/ colour and texture. Fold, crumple, tear and overlap papers. Create images from a variety of media – arrange and glue materials to different backgrounds. Create and arrange shapes appropriately. Observe and draw shapes from observations. | <p>What makes us unique?</p> <p><i>Key Text:</i> The Night Gardener</p> | <p>NC Objectives: Pupils should be taught to:</p> <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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| | | | <p>Drawing</p>  <p>Artist Study: Giusseppe Archibaldio</p> <p>Final Outcome: Botanical Drawings</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> To draw lines of varying thickness. To use dots and lines to demonstrate pattern and texture. To use different materials to draw, for example pastels, chalk, felt tips. To draw on a range of surfaces. |

Art & design Skills Coverage and Progression

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| Lesson Sequence: | Lesson Sequence: |

| Topic End Points- LKS2 | | | |
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| | CYCLE A | | CYCLE B |
| <p>What's your story?</p> <p><i>Key Text:</i> Escape from Pompeii</p> | <p>NC knowledge Objectives:</p> <p>Sculpture</p> <p>Final Outcome: Roman shields, mosaics and pots</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Develop own design criteria and use these to form ideas (<i>generate, develop, model and communicate through annotated sketches, cross sectional and exploded diagrams</i>) Explain how particular parts of their product work Order the main stages of planning Assemble, join and combine materials And components with some accuracy Apply a range of finishing technique Refer to their design criteria as they design and make Use their design criteria to evaluate their finished product | <p>Where will our future take us?</p> <p><i>Key Text:</i> The Robot and the Bluebird</p> <p><i>Powerless (animation)</i></p> | <p>NC Knowledge Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history |
| | | | <p>Sculpture</p>  <p>Final Outcome: Stonehenge Sculpture</p> <ul style="list-style-type: none"> Develop own design criteria and use these to form ideas <i>(generate, develop, model and communicate through annotated sketches, cross sectional and exploded diagrams)</i> Explain how particular parts of their product work Order the main stages of planning Assemble, join and combine materials And components with some accuracy Apply a range of finishing technique Refer to their design criteria as they design and make Use their design criteria to evaluate their finished product |


Art & design Skills Coverage and Progression

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| | Lesson Sequence | | | Lesson Sequence | |
| <p>What's inside your imagination?</p> <p>Key Text: Wolves in the Walls</p> | <p>NC Objectives:</p> <p>Drawing</p> <p>Final Outcome: Linked to the Wolves in the Walls</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, with a range of materials. To experiment with and develop showing line, tone and texture with different hardness of pencils; To use shading to show light and shadow effects; use different materials to draw with, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; | <p>Hidden behind the picture is?</p> <p>Key Text: Fox</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> 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. create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history | <p>Textiles</p>  <p>Final Outcome: Poppy (Armistice Day)</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture and pattern. Cut and shape fabric using scissors. Show pattern by weaving Experiment with paste resist using colour, texture and pattern. Develop skills in stitching, cutting and joining. Develop and enhance textile with gluing or stitching to add colour and detail | |
| | Lesson Sequence | | | Lesson Sequence | |
| <p>What's the greatest invention?</p> <p>Key Text: Iron Man</p> | <p>NC Objectives:</p> <p>Painting</p> <p>Final Outcome linked to text: Iron Man</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; | <p>Can we investigate?</p> <p>Key Text: Leon and the place between</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Media + Printing</p>  <p>Final Outcome Create a poster to promote Abdul Kazam's Magic Show</p> | |

Art & design Skills Coverage and Progression

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| | | | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas | | <p>Progressive Skills</p> <p>Digital Media</p> <ul style="list-style-type: none"> Explore, record and collect images using digital cameras Use a graphics programme to create images and effects with lines by controlling the brush tool with increased precision Change the type of brush to an appropriate style e.g charcoal Create shapes by making sections to cut, duplicate and repeat Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate images for a particular purpose. <p>Printing Skills</p> <ul style="list-style-type: none"> Copy an original print Use a variety of materials and techniques to print with – block printing, relief printing, woodcut printing Create repeating patterns |
| | Lesson Sequence: | | Lesson Sequence: | | |
| <p>Where could your book take you?</p> <p>Key Text: Anthony Browne</p> | <p>NC Objectives:</p> <p>Printing</p> <p>Artist Study: Oenone Hammersley, recap Rousseau from Y2</p> <p>Final Outcome linked to text: Hortense and The Shadow illustration/ Shadow Art</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> use more than one colour to layer in a print; | <p>What's between the pages?</p> <p>Key Text: The Tear Thief</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, | <p>Drawing</p> | |


Art & design Skills Coverage and Progression

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| | | <ul style="list-style-type: none"> replicate patterns from observations; Design and make printing blocks; make repeated patterns with precision | | <p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history |  <p>Artist Study: Nicoletta Ciccoli</p> <p>Final Outcome: Illustrating the front cover of a Fairy Tale Book</p> <p>Progressive Skills</p> <p><u>Line and Marks</u></p> <ul style="list-style-type: none"> Make lines and marks with a wide range of drawing implements eg charcoal, pencil, crayon, chalk pastel, pens Experiment with different grades of pencil and other implements to create lines and marks <p><u>Form and shape</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension <p><u>Tone</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <p><u>Texture</u></p> |
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Art & design Skills Coverage and Progression

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| | | | | <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in drawing. | |
| | Lesson Sequence: | | | Lesson Sequence: | |
| <p>Where in the world are we?</p> <p>Key Text: Cloud Tea Monkey</p> | <p>NC Objectives:</p> | <p>Collage</p> <p>Artist Study: Monet</p> <p>Final Outcome:</p> <p>Progressive Skills:</p> <ul style="list-style-type: none"> learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision | <p>How eco-friendly are we?</p> <p>Key Text: Belonging</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <p>Collage</p> <p>Artist Study:</p> <p>Final Outcome: Use of recycled materials</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Use collage as a means of collecting ideas and information Create and arrange accurate patterns Explore and use a range of mixed media Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and represent textures Add collage to a painted or printed background |
| | Lesson Sequence: | | | Lesson Sequence: | |


Art & design Skills Coverage and Progression

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| <p>What is the greatest show?</p> <p>Key Text: The Catch (animation)</p> | <p>NC Objectives:</p> | <p>Textiles Artist Study: Native American Art</p> <p>Final Outcome: Dream catchers, jewellery, headdresses</p> <p>Progressive Skills:</p> <ul style="list-style-type: none"> use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; select appropriate materials, giving reasons; | <p>What makes us unique?</p> <p>Key Text: Sonya's Chickens</p> | <p>NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history | <p>Artist Study:</p>  <p>Final Outcome: Tudor House</p> <p>Sculpture Progressive Skills</p> <ul style="list-style-type: none"> Create and explore surface patterns and textures using papier mache (other malleable material) Explore and revisit cutting and joining skills- using wire, coils, slabs, slip through clay Join clay adequately and construct a simple base for extending and modelling other Shapes Plan and design a model from observation <p>Painting Progressive Skills</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; |
| | <p>Lesson Sequence:</p> | | | <p>Lesson Sequence:</p> | |


Art & design Skills Coverage and Progression

| Topic End Points- UKS2 | | | | | |
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| CYCLE A | | | CYCLE B | | |
| <p>What's your story?</p> <p>Key Text: War Horse</p> <p>The Lost Thing</p> | <p>NC knowledge Objectives:</p> | <p>Drawing Artist Study:</p> <p>Final Outcome:</p> <p>Progressive Skills Drawing – Perspective and Composition</p> <ul style="list-style-type: none"> Produce observational drawings using simple perspective in their work using a single focal point. Explore composition, scale and proportion in their paintings e.g., foreground, middle ground, background Lines, Marks, Tone, Form and Texture Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes e.g. shading, hatching within own work. Explore dry media such as pencil, charcoal and crayon to make different marks, lines, patterns and shapes within drawing. Experiment with wet media such as oil, watercolour and acrylics to make different marks, lines, patterns, textures and shapes. Start to develop their own style using tonal contrast and mixed media. | <p>Where will our future take us?</p> <p>Key Text: Secrets of the Sun King</p> <p>The Viewer</p> | <p>NC Knowledge Objectives: Pupils should be taught to</p> <ul style="list-style-type: none"> 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. create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history | <p>Digital Media</p> <p>Final Outcome:</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Explore recording, collecting and storing images using digital cameras and videos. Investigate using a graphics package to present visual images. Use graphics package to create and manipulate their images. |
| | <p>Lesson Sequence</p> | | | <p>Lesson Sequence</p> | |


Art & design Skills Coverage and Progression

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| <p><u>What's inside your imagination?</u> Key Text: The Nowhere Emporium</p> | <p>NC Objectives:</p> | <p>Printing Artist Study:</p> <p>Final Outcome: Linked with Digital Media outcome</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> • Create and arrange accurate patterns within printing techniques. • Develop techniques in mono, block and relief printing. • Design and create printing blocks/ tiles by simplifying a sketch book idea. • Use relief or impressed method. • Explore and create prints with three overlays • Work into prints with a range of media such as pens or paints. <p>Digital Media Progressive Skills</p> <ul style="list-style-type: none"> • Explore recording, collecting and storing images using digital cameras and videos. • Investigate using a graphics package to present visual images. • Use graphics package to create and manipulate their images | <p>Hidden behind the picture is?</p> <p>Key Text: Goodnight Mr Tom</p> | <p>NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • 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>Drawing</p>  <p>Artist Study: Henry Moore and LS Lowry</p> <p>Final Outcome: Create a Henry Moore shelter drawing</p> <p>Progressive Skills Drawing – Perspective and Composition</p> <ul style="list-style-type: none"> • Produce • observational drawings using simple perspective in their work using a single focal point. • Explore composition, scale and proportion in their paintings e.g., foreground, middle ground, background <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes e.g. shading, hatching within own work. • Explore dry media such as pencil, charcoal and crayon to make different marks, lines, patterns and shapes within drawing. • Experiment with wet media such as oil, watercolour and acrylics to make different marks, lines, patterns, textures and shapes. |
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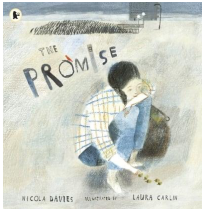
Art & design Skills Coverage and Progression

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| | | | | | <ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media |
| | Lesson Sequence | | | Lesson Sequence | |
| <p><u>What's the greatest invention?</u> Key Text: Chinese Cinderella How to live forever</p> | <p>NC Objectives:</p> | <p>Painting Artist Study: Great artists of 19th/20th Century</p> <p>Final Outcome:</p> <p>Progressive Painting skills:</p> <ul style="list-style-type: none"> • Create imaginative work from a variety of sources e.g. observational drawing, themes poetry and music. • Carry our preliminary studies, trying out different media, materials and mixing appropriate colours. • Develop a painting from a drawing. <p>Colour:</p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. • Be able to identify primary, secondary, complimentary and contrasting colours. • Work with complimentary colours. • Create a colour palette, demonstrating mixing techniques. • Use a range of paint such as acrylic, oil paints, water colours to create visually interesting pieces. | <p>Can we investigate?</p> <p>Key Text: Rose Blanche The Harmonica</p> | <p>NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | <p>Painting Looking at: Chromatography, Impressionism, Expressionism and Surrealism.</p> <p>Artist Study: Wassily Kandinsky</p>  <p>Final Outcome:</p> <p>Progressive Painting skills: Create imaginative work from a variety of sources e.g. observational drawing, themes poetry and music. Carry out preliminary studies, trying out different media, materials and mixing appropriate colours.</p> |


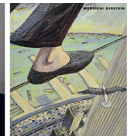
Art & design Skills Coverage and Progression

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| | | | | <p>[for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history | <p>Develop a painting from a drawing.</p> <p>Colour: Mix and match colours to create atmosphere and light effects. Identify primary, secondary, complimentary and contrasting colours.</p> <p>Work with complimentary colours.</p> <p>Create a colour palette, demonstrating mixing techniques.</p> <p>Use a range of paint such as acrylic, oil paints, water colours to create visually interesting pieces.</p> |
| | Lesson Sequence: | | ? | Lesson Sequence: | |
| <p><i>Where could your book take you?</i></p> <p>Key Text: Chinese Cinderella</p> <p>Grimm tales for young and old</p> <p>The Promise</p> | NC Objectives: | <p>Sculpture Artist Study:</p> <p>Final Outcome:</p> <ul style="list-style-type: none"> Shape, model and construct from observation or imagination. Develop cutting and joining skills in using clay including using wire, slabs, coils and slips. Produce intricate textures in malleable media. Use tools and materials to carve, add shape, add texture and pattern. Plan and design a sculpture through drawing. Use recycled, natural and man-made materials to create sculptures, other than clay | <p>What's between the pages?</p> <p>Key Text: Pig Heart Boy</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history | <p>Textiles Artist Study: William Morris</p>  <p>Final Outcome: Link with a DT focus</p> <p>Progressive Skills:</p> <ul style="list-style-type: none"> Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. Explore and use fabric to create 3D structures. Experiment with batik technique. |

Art & design Skills Coverage and Progression

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| | | | | | <ul style="list-style-type: none"> Use different grades of threads and needles. Select and use tools and materials such as cutting, shaping, joining and finishing. Add decoration to create effect. Evaluate a product against the original design specification. Evaluate the product personally and seek evaluation from others. |
| | Lesson Sequence: | | | Lesson Sequence: | |
| <p><i>Where in the world are we?</i></p> <p>Key Text: Wonder</p> <p>Little Freak</p> <p>Alma</p> | NC Objectives: | <p>Textiles Artist Study:</p> <p>Final Outcome:</p> <p>Progressive Skills:</p> <ul style="list-style-type: none"> Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. Explore and use fabric to create 3D structures. Experiment with batik technique. Use different grades of threads and needles. Select and use tools and materials such as cutting, shaping, joining and finishing. Add decoration to create effect. Evaluate a product against the original design specification. Evaluate the product personally and seek evaluation from others. | <p>How eco-friendly are we?</p> <p>Key Text: Boy at the back of the class</p> <p>The Island</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | <p>Collage and Sculpture</p>  <p>Artist Study: Nicola Davies and Laura Carlin</p> <p>Final Outcome: Making a collage using plastic</p> <p>3D sculpture Progressive Skills:</p> <ul style="list-style-type: none"> Shape, model and construct from observation or imagination. Develop cutting and joining skills in using clay including using wire, slabs, coils and slips. |

Art & design Skills Coverage and Progression

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| | | | | <ul style="list-style-type: none"> [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history | <ul style="list-style-type: none"> Produce intricate textures in malleable media. Use tools and materials to carve, add shape, add texture and pattern. Plan and design a sculpture through drawing. Use recycled, natural and man-made materials to create sculptures, other than clay. <p>Collage Progressive Skills:</p> <ul style="list-style-type: none"> Create and arrange accurate patterns using a range of mixed media. Plan and design a collage. Add collage to a painted or printed background |
| | Lesson Sequence: | | | Lesson Sequence: | |
| <p><u>What is the greatest show?</u></p> <p>Key Text: Wonder</p> <p>Romeo and Juliet</p> | <p>NC Objectives:</p> | <p>Collage Artist Study:</p> <p>Final Outcome:</p> <p>Progressive Skills:</p> <ul style="list-style-type: none"> Create and arrange accurate patterns using a range of mixed media. Plan and design a collage. Add collage to a painted or printed background. | <p><u>What makes us unique?</u></p> <p>Key Text: The Boy at the back of the class</p> | <p>NC Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas 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>Printing</p>   <p>Artist Study: Mordchai Gernstein</p> <p>Final Outcome:</p> <p>Progressive Skills</p> <ul style="list-style-type: none"> Create and arrange accurate patterns within printing techniques. Develop techniques in mono, block and relief printing. Design and create printing blocks/ tiles by simplifying a sketch book idea. |

Art & design Skills Coverage and Progression

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| | | | | | <ul style="list-style-type: none"> Use relief or impressed method. Explore and create prints with three overlays Work into prints with a range of media such as pens or paints. |
| | Lesson Sequence: | | | Lesson Sequence | |

| IMPACT- Year Group End Points | | | | | | | |
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| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| As an artist at the end of Nursery, I will start to safely use and explore a variety of materials, tools and techniques, experimenting with colour and line. I will enjoy sharing my creations, talking about what I have made and what I used to make it. | As an artist at the end of Reception, I will be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I will enjoy sharing my creations, explaining the process I have used. I will use my imagination and creativity to make use of props and materials when role playing characters in narratives and stories. I will embrace talking about | As an artist at the end of Year 1, I will be able to describe the skills and techniques I have used and compare it to the work of other artists and the skills I had already learnt in reception. I will be able to confidently name the Primary and Secondary colours and how I have used them within my work. I will be able to talk about different shades of colour and how these are effective in my artwork. I will be able to talk about texture | As an artist at the end of Year 2, I will be able to describe the skills and techniques I have used and compare it to the work of other artists and the skills I had already learnt in Year 1. I will be able to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share my ideas, experiences and imagination - to develop a wide range of art and design | As an artist at the end of Year 3, I will be able to compare the work of different artists and explore work from other cultures. I will develop my knowledge and understanding of processes, skills and techniques on small and large scales. I will have the creativity and imagination to design, vary and add my own twist, personality and interest to my art work, evaluating and adapting, whilst building upon on the key skills that have been taught. | As an artist at the end of Year 4, I will be able to explore the work from other periods of time and begin to understand the viewpoints of others by looking at images of people and understand how I am feeling and what the artist is trying to express in their work. I will be confident in using colour, texture, form and space to create representations, abstract pieces and personal | As an artist at the end of Year 5, I will be able to experiment with different styles which artists have used and talk about the work of others by looking at my work in books, the internet, visits and other sources of information. I will be able to say what or who my work is influenced by. I will be confident when experimenting with mixing colour, texture and when sorting and arranging materials with purpose to create | As an artist at the end of Year 6, I will be able to discuss and make notes about the styles and qualities in my work and say what or who my work is influenced by. I will be able to use a variety of drawing tools and will have started to create perspective. I am confident in techniques I have already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. I use the language of colour accurately and use inspiration from |

Art & design Skills Coverage and Progression

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| | <p>artists and books I have shared which have helped my artistic imagination.</p> | <p>and shape and how I can create these using different tools.</p> | <p>techniques in using colour, pattern, texture, line, shape, form and space.</p> | | <p>interpretations in art using a range of media.</p> | <p>effect. I will have developed my understanding of techniques learned in Lower KS2 and developed my own ideas through planning. I will be able to use lighter and darker tones in my work, through the use of different media such as pencil, paint, pastel, charcoal. I will reflect on my choice of colour for prints and have developed my accuracy with patterns.</p> | <p>natural and non-natural works to create a colour palette. I am more expressive with colour, associating colours with moods. I enjoy using a variety of materials for sculpting and experiment with joining and constructing. I use my own ideas and knowledge of sculpture during the planning and designing process. I am confident when planning, evaluating and adapting.</p> |
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