



Art and Design Curriculum Overview

Classes	Autumn 1		Spring 1		Summer 1	
Nursery	Starting Nursery/Senses People Who Help Us At Home and Nursery Autumn/Winter		People Who Help Us Keep Safe/Stay Healthy Winter/Spring		People Who Help Us Grow Food Minibeasts/Growing Spring Summer	
Reception	Mark-making	Collage	Painting	Weaving	3D – Eco-art	Drawing
Year 1	All about Me (Topic) Collage & painting	Travel and Transport (Topic) Line drawing, pastels and pattern, painting	Toys (Topic) Drawing and Printing	Wonderful Weather (Topic) Collage Painting Sculpture	In The Woods /Growing (Topic) 3D	Amazing Animals (Topic) Painting Drawing
Year 2	The Seaside (Topic) Drawing	Painting Kandinsky Anthony Frost	China (Topic) Painting 3D	The Great Fire of London (Topic) Collage	Let's Grow (Topic) Printmaking	Textiles
Year 3	Textiles	Painting	Painting / 3D	Collage	Printmaking	Textiles
Year 4	Drawing	Textiles	3D	Mixed-media (Drawing/ Painting / Collage) Kinetic art	Painting	Collage

Year 5	3D	Painting	Textiles	Painting	Printmaking	Collage
Year 6	Drawing	Printmaking	Collage	Painting	3D	Textiles

Art and Design Long Term Plan and Progression of Skills and Knowledge

In the Early Years Unit, the foundations of Art and Design skills and knowledge are taught through Physical Development and Expressive Arts and Design. In Years 1 and 2 Art and Design is taught through each half termly topic. Each year group from Years 3 to 6 are taught six Art and Design topics per year.

Communication and Language

Statutory Framework Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development.

Children's back and forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial.

By commenting on what children are interested in doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Intent:

In our Early Years curriculum, we foster and capitalise on children's instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children use to communicate

Listening and Attention

<p>Development Matters Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Nursery Curriculum</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • To listen to conversation • To listen with interest to a story • To respond to conversations and stories and rhymes that I have heard • To remember some simple elements from a story • To join in with a story or rhyme • To join in with conversation • To take turns when I talk • To follow simple instructions • To follow simple instructions that include prepositions • To answer questions 	<p>Nursery Curriculum Endpoints</p>	<p>Children know:</p> <ul style="list-style-type: none"> • Words carry meaning • Which words start a question e.g. <i>who, what, where, when</i> • Story telling vocabulary • How to use my voice in different ways e.g. <i>volume, projection</i> • When it is their turn to speak • Know and recall rhymes and songs <p>Children Can:</p> <ul style="list-style-type: none"> • Demonstrate listening behaviours and skills • Listen to stories with enjoyment and remember key parts of the story • Respond to an adult and peer with words and actions • Pay attention to more than one thing at a time • Understand two-part instructions. • Respond to a ‘why’ question.
<p>Development Matters Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Reception Curriculum</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • To concentrate until an activity is completed • To listen attentively in different situations • To listen for longer periods of time • To make sensible suggestions about what might happen next in a story • To ask questions about the stories that I have listened to • To follow a story without visual clues • To make comments about what I have heard • To listen and respond to others’ talk • To follow more complex instructions that involve several ideas or actions • To answer ‘how’ and ‘why’ questions • To initiate and maintain a conversation 	<p>Reception Curriculum Endpoints</p>	<p>Children know:</p> <ul style="list-style-type: none"> • The meaning of different words • Which words start a question e.g. <i>who, what, where, when why, how</i> • Story telling vocabulary • How to use my voice in different ways e.g. <i>intonation, volume, projection</i> • Know and recall a range of rhymes and songs. • Understand how to listen actively and why it is important • The rules of conversation <p>Children Can:</p> <ul style="list-style-type: none"> • Demonstrate active listening behaviours and skills in a range of contexts • Listen to long stories with enjoyment and remember and recall what happens. • Pay attention to more than one thing at a time

				<ul style="list-style-type: none"> • Respond to an adult and peer with words and sentences • Understand instructions with several commands and actions.
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Early Learning Goal Listening, Attention and Understanding:

- Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Children make comments about what they have heard and ask questions to clarify their understanding.
- Children hold conversation when engaged in back and forth exchanges with their teachers and peers.

Speaking

<p>Development Matters</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p style="text-align: center;">Nursery Curriculum</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • To talk in sentences • To describe actions and events • To use describing words in my sentences • To use pronouns in my talk • To use time words in my talk • To recite songs, and rhymes by heart • To retell parts of a story • To talk about what is happening • To predict what might happen next • To talk about an event in the past • To ask simple questions 	<p style="text-align: center;">Nursery Curriculum Endpoints</p>	<p>Children Know:</p> <ul style="list-style-type: none"> • Words carry meaning • The meaning of different words • Nouns are objects • Verbs are action words • The present tense describes what is happening now • The past tense describes what has already happened • Which words start a question e.g. <i>Who, What, Where, When</i> • Story telling vocabulary • How to use my voice in different ways e.g. <i>volume, projection</i> <p>Children Can:</p> <ul style="list-style-type: none"> • Use a range of vocabulary • Use different parts of speech in my talk e.g. <i>noun, verb, adjective, preposition, conjunction 'and' 'because'</i> • Speak in a full sentence • Talk about my feelings • Describe and explain • Talk about my ideas • Give an opinion • Give a reason • Ask questions • Retell in a sequence • Take turns in conversation • Join in a discussion
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<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>				
<p>Development Matters Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>Reception Curriculum</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • To join in discussions • To use new vocabulary in different contexts • To talk about what I am thinking • To describe and explain my ideas • To express my opinions • To give reasons • To talk about my feelings • To talk about a series of events in sequence • To talk about a series of ideas • To tell stories orally • To be fluent and coherent when I talk to others • To adapt my talk in response to the listener • To use correct tenses in my talk • To use conjunctions in my talk 	<p>Reception Curriculum Endpoints</p>	<p>Children Know:</p> <ul style="list-style-type: none"> • Some words can have more than one meaning • Adjectives describe nouns • Nouns are objects • Verbs are action words • Plurals mean more than one • Pronouns are used instead of people's names • The present tense describes what is happening now • The past tense describes what has already happened • The future tense describes what is going to happen • The rules of conversation • Which words start a question • Story telling vocabulary • How to use my voice in different ways e.g. intonation, volume, projection. <p>Children Can:</p> <ul style="list-style-type: none"> • Use a range of vocabulary • Use different parts of speech in my talk e.g. <i>noun, verb, adjective, preposition, conjunction 'and' 'because'</i> • Speak in a full sentence • Talk about my feelings • Describe and explain • Talk about my ideas • Give an opinion • Give a reason • Ask questions • Retell in a sequence • Take turns in conversation • Join in a discussion
<p>Early Learning Goal Speaking:</p> <ul style="list-style-type: none"> • Children participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. • Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher. 				

Expressive Arts and Design

Statutory Framework Educational Programme:

The development of children’s artistic and cultural awareness supports their imagination and creativity.

It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Art Intent:

In our Early Years we capitalise on children’s natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists

Development Matters

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.

Show different emotions in their drawings – happiness, sadness, fear, etc.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like

Nursery Curriculum

Learning Intentions:

- To explore different media
- To explore different textures
- To explore colour
- To use malleable materials to represent my ideas
- To use a variety of tools
- To experiment with different techniques
- To draw different lines
- To use lines to draw shapes
- To use simple shapes in my drawings
- To draw a person with some features
- To represent my ideas using 3D materials
- To talk about what I am doing
- To use props when I am pretending

Nursery Curriculum Endpoints

Children Know:

Colour:

- The names of primary colours
- How to mix different colours

Lines:

- There are different types of lines e.g. straight, curved, continuous, vertical, horizontal, wavy, zig zag
- How to draw different types of lines
- How to join lines to create shapes to make a picture

Shape:

- Shapes are made from lines that are joined together

Form:

- How 3D representations can be created using e.g. malleable materials, junk modelling
- How to use different materials to express my ideas
- Malleable materials can be moulded into different shapes

Texture:

- Materials have different textures
- Texture can engage the senses

Children Can:

General:

- Control and manipulate different tools
- Use different techniques e.g. *printing, collage*

<p>animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park</p>				<ul style="list-style-type: none"> • Talk about my ideas. • Explain the process I used. • Share and talk about my creations. • Use materials in my play <p>Colour:</p> <ul style="list-style-type: none"> • Point to and name primary colours • Mix different colours e.g. <i>blue and yellow makes green</i> <p>Lines:</p> <ul style="list-style-type: none"> • Draw different types of lines with control e.g. <i>straight, curved, continuous, vertical, horizontal, wavy, zig zag</i> <p>Shape:</p> <ul style="list-style-type: none"> • Draw basic shapes to make a picture • Draw a self-portrait e.g. <i>head, some facial features, body, legs and arms</i> <p>Form:</p> <ul style="list-style-type: none"> • Create 3D representations • Mould and sculpt e.g. <i>playdough</i> <p>Texture:</p> <ul style="list-style-type: none"> • Combine materials to create a different texture
<p>Development Matters Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>	<p>Reception Curriculum</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • To mix colours to create tones and shades • To combine different lines and shapes in my drawings • To draw a person with a head, body, arms, legs and facial features • To create different textures in my creations • To combine different media and materials to create different effects • To experiment with a range of tools, safely, to create different effects • To explore and experiment with different techniques • To create 3D representations in different ways using different media • To mould and sculpt with malleable materials • To extend my role play by using different props and materials 	<p>Reception Curriculum Endpoints</p>	<p>Children Know:</p> <p>General:</p> <ul style="list-style-type: none"> • About famous artists • Artists use different techniques <p>Colour:</p> <ul style="list-style-type: none"> • The names of primary and secondary colours • How to mix different colours • How to make different tones and shades of colours <p>Lines:</p> <ul style="list-style-type: none"> • There are different types of lines e.g. <i>straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, fat, thin, wavy, zig zag</i> • How to draw different types of lines • How to join lines to create shapes to make a picture <p>Shape:</p> <ul style="list-style-type: none"> • Shapes are made from lines that are joined together • Lines and shapes create representations <p>Form:</p> <ul style="list-style-type: none"> • 2D representations are flat and 3D representations are solid • How 3D representations can be created using e.g. malleable materials, junk modelling

- To describe and explain the processes I have used in my creations

- How to use different materials to express my ideas
- Malleable materials can be moulded into different shapes

Texture:

- Materials have different textures
- Texture can enhance and add interest
- Texture can engage the senses
- Combining materials can create different textures

Children Can:

General:

- Name and talk about some famous artists
- Use artist techniques

Colour:

- Point to and name of primary and secondary colours
- Mix different colours e.g. *red and blue make purple*
- Make different tints and shades of colours e.g. *using white to make light blue, using black to make dark blue*

Lines:

- Draw different types of lines with control e.g. *straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag*

Shape:

- Draw basic shapes to make a picture
- Draw a self-portrait e.g. *head, facial features, body, legs and arms, hands and feet*

Form:

- Create 2D and 3d representations
- Mould and sculpt with different materials e.g. *clay*

Texture:

- Combining different materials and media to create different textures

Early Learning Goal Creating with Materials:

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children share their creations, explaining the process they have used.
- Children make use of props and materials when role playing characters in narratives and stories.

National Curriculum Key Stage One

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Curriculum Key Stage One

Exploring & Developing Ideas	<ul style="list-style-type: none"> • Respond positively to ideas and starting points; • Explore ideas and collect information; • Describe differences and similarities and make links to their own work; • Try different materials and methods to improve; • Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.
Drawing	<ul style="list-style-type: none"> • Draw lines of varying thickness; • Use dots and lines to demonstrate pattern and texture; • Use different materials to draw, for example pastels, chalk, felt tips; • Use key vocabulary to demonstrate knowledge and understanding in this strand: observational drawing, line drawing, detail, landscape, arrangement, abstract, pastels, drawings, line, bold, size, space.
Painting	<ul style="list-style-type: none"> • Name the primary and secondary colours; • Experiment with different brushes (including brushstrokes) and other painting tools; • Mix primary colours to make secondary colours; • Add white and black to alter tints and shades; • Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, inks, resist, opaque, translucent.
3D	<ul style="list-style-type: none"> • Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card, plastic • Use a variety of techniques, e.g. rolling, cutting, pinching, melting • Use a variety of shapes, including lines and texture; • Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric, organic
Collage	<ul style="list-style-type: none"> • Use a combination of materials that have been cut, torn and glued; • Sort and arrange materials; • Add texture by mixing materials;

	<ul style="list-style-type: none"> • Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange, texture, overlap, illusion.
Textiles	<ul style="list-style-type: none"> • Use a dyeing technique to alter a textile's colour and pattern; • Decorate and join textiles with glue or stitching, to add colour and detail; • Decorate textiles using an original collagraph plate to add random patterning; • Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, decoration, decorative, dip / tie dye, dye, ink, apply, set, sew, join, print, contrast, interest
Printing	<ul style="list-style-type: none"> • Use a variety of materials, e.g. sponges, brushes • Demonstrate a range of techniques, e.g. stippling, stroking, positive, negative, pressing, indenting. • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, stippling, stroking, stencils, repeating, relief printing, objects.
Work of other Artists	<ul style="list-style-type: none"> • Describe the work of famous, notable artists and designers; • Express an opinion on the work of famous, notable artists; • Use inspiration from famous, notable artists to create their own work and compare; • Use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, Jackson Pollock, Wassily Kandinsky, Anthony Frost, Karl Schwitters, Bridget Riley, Henri Matisse.

National Curriculum Key Stage Two

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

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

Curriculum Lower Key Stage Two

Exploring & Developing Ideas	<ul style="list-style-type: none"> • Use sketchbooks to record ideas; • Explore ideas from first-hand observations; • Question and make observations about starting points, and respond positively to suggestions; • Adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, value, record, detail, question, observe, refine.
Drawing	<ul style="list-style-type: none"> • Experiment with showing line, tone and texture with different hardness of pencils; • Use shading to show light and shadow effects; • Use different materials to draw, e.g. pastels, chalk, felt tips; • Show an awareness of space when drawing;

	<ul style="list-style-type: none"> • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, value, outline, hatching, cross-hatching, overworking.
Painting	<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; • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, blend, bleed, texture, value, shadow.
3D	<ul style="list-style-type: none"> • Cut, make and combine shapes to create recognisable forms; • Use clay and other malleable materials and practise joining techniques; • Use a mould to create a starting point for a 3D form; • Add materials to the sculpture to create detail; • Indent malleable materials to create texture; • Use colour to create symbolism; • Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, 2D shape, texture, organic, contrast, structure, secure, embellish, pattern, rigid.
Collage	<ul style="list-style-type: none"> • Select colours and materials to create effect, giving reasons for their choices; • Refine work as they go to ensure precision; • Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, abstract, distort, contrast.
Textiles	<ul style="list-style-type: none"> • Select appropriate materials, giving reasons; • Use a variety of techniques, e.g. printing, dyeing, weaving, tying. • Develop skills in dyeing, using a resist. • Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, colour, shape, symmetry, textiles, decoration.
Printing	<ul style="list-style-type: none"> • Use more than one colour to layer in a print; • Replicate patterns from observations; • Make printing blocks; • Make repeated patterns with precision; • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, collagraph plates, inking rollers, monoprinting.
Work of other Artists	<ul style="list-style-type: none"> • Use inspiration from famous artists to replicate a piece of work; • Reflect upon their work inspired by a famous notable artist and the development of their art skills; • Express an opinion on the work of famous, notable artists and refer to techniques and effect; • Use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Klee, Victor Vasarely, Henri Matisse, Van Gogh, Michael Brennan-Wood, Ian Murphy, Francis Bacon, Andy Warhol, Georgia O'Keefe.

Curriculum Upper Key Stage Two

Exploring & Developing Ideas	<ul style="list-style-type: none"> • Review and revisit ideas in their sketchbooks; • Offer feedback using technical vocabulary; • Think critically about their art and design work; • Use digital technology as sources and tools for developing ideas; • Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
Drawing	<ul style="list-style-type: none"> • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, overworking, continuous line; • Depict emotion and perspective in drawings; • Use a variety of tools and select the most appropriate; • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, value, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, graffiti.
Painting	<ul style="list-style-type: none"> • Use a range of paint (acrylic, water colours, inks, spray paint) to create visually interesting pieces; • Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, cubism, cubists, fauvism, contrast, warm, cold.
3D	<ul style="list-style-type: none"> • Plan and design a sculpture; • Use tools and materials to join, add shape, add texture and pattern; • Develop cutting and joining skills, e.g. using wire, recycled materials, paper and glue; • Use materials other than clay to create a 3D sculpture; • Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, proportion, metaphor, interest, line.
Collage	<ul style="list-style-type: none"> • Add collage to a painted or printed background; • Create and arrange accurate patterns; • Use a range of mixed media; • Plan and design a collage; • Express individuality through choice of collage materials; • Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Textiles	<ul style="list-style-type: none"> • Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • Add decoration to create effect; • Experiment with construction, destruction, colouring and layering; • Create ordered patterns through weaving; • Develop batik and resist skills; • Develop skills in reduction block printing

	<ul style="list-style-type: none"> • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern, resist, bleed, blend, destruction, burn, melt, tear, construction, tie, plait, layering, sewing, embellish, dye, paint, reduction block.
Printing	<ul style="list-style-type: none"> • Design and create printing blocks/tiles; • Develop techniques in mono, block and reduction block printing, printing with stencils; • Create and arrange accurate patterns; • Use detailed cutting skills to create complex stencils. • Experiment with spray paint printing through stencils. • Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, reduction block, stencil, statement, protest, contrast.
Work of other Artists	<ul style="list-style-type: none"> • Give detailed observations about notable artists', artisans' and designers' work; • Offer facts about notable artists', artisans' and designers' lives; • Use key vocabulary to demonstrate knowledge and understanding in this strand: Rachel Bishop, Banksy, Michael Brennand-Wood, Alberto Giacometti, Agnes Cecile, Andre Derain, Chris Ofili, Dale Devereux-Barker, Francis Bacon, Pablo Picasso, Edvard Munch, Friedensreich Hundertwasser, Antonia Gaudi, Laurie Vincent, Patrick Caulfield, George Braque, Francisco de Pájaro, Gustav Klimt, Heather Hansen.

Nursery					
People Who Help Us: At Home/ At Nursery Starting Nursery/Senses Autumn/Winter		People Who Help Us: Keep Safe/Stay Healthy Winter/Spring		People Who Help Us: Grow Food Minibeasts/Growing Spring/Summer	
Children will use pencils, chalk, felt-tips, large brushes to draw lines/circles and self-portraits. They will learn how to create a smudging effect using chalk and their fingers. Children will learn the names of primary colours. They will use their fingers and objects to print images. Children will explore textures e.g. soft and smooth. They will explore the colours of Autumn and use natural objects to create a tree collage. They will learn how to snip paper using a pair of scissors.		Children will use drawing and painting tools (large brushes) to create images e.g. Spring flowers. They will explore painting on different surfaces e.g. ice, inside a shoe box. Children will use different tools for painting e.g. cotton wool buds. They will learn to print images using foam marbling. Children will learn to how to weave and thread e.g. dream catchers and winter trees. They will experiment mixing primary colours. Children will explore textures e.g. rough and spiky. They will learn how to cut a in a line using a pair of scissors.		Children will use drawing and painting tools (thin brushes/palettes) to create images e.g. farm animals, plants, fruits and vegetables. They will use different tools for printing e.g. vegetables. Children will create a large-scale sunflower collage. They will explore the colours of summer by creating a natural object colour pallet. Children will learn to cut around an object using a pair of scissors.	
Reception					
It's good to be me and this is where I belong (Topic)	Wild in Crewe (Topic)	Castles and Dragons (Topic)	Wild Wonderful World (Topic)	Life Cycles/ Growing (Topic)	Super Heroes/Inspirational People (Topic)
Drawing and Painting: Children will think about the season of Autumn and use natural leaves as a starting point for drawing. They will look at the lines and spiky shapes and begin a linear outline, developing fine motor skills using pencils and pens. They will consider warm and cold colours and use the warm ones to colour the leaves, choosing cold colours to colour the background. Children will use watercolour pencils to create a wash and experiment with blending colours. They will investigate the use of an oil resist in making rubbings of natural objects and will blend colours using spray bottles and non-colour-fast tissue paper.	Collage: Children will use ripping, cutting and sticking skills to create collaged lamps for Diwali. They will experiment with translucence and overlapping of papers and look at the light reflective qualities of sequins. Children will use ripped and cut papers and materials to create a collaged winter scene to form a Christmas card. They will consider the landscape and perspective and will experiment with different textures.	Painting: Children will draw inspiration from the artist Wassily Kandinsky and begin drawing with oil pastels. They will experiment with various colours and thick and thin lines. They will begin to learn about how oil resists water when using ink with pastels and will investigate how colour bleeds and blends on fabric. Children will practise drawing shapes, such as circles, rectangles, squares and triangles and will look at how overlapping shapes create new shapes where they join. Children will learn how to keep colours clean and how to mix them when desired. Children will think about how primary colours produce secondary colours.	Textiles: Children will look again at the patterns in the work of Wassily Kandinsky and develop dexterity in weaving on a frame. They will experiment with different textures and colours and the action of weaving over, under, up and down. They will develop the ability to work with a partner of a textile project and verbally coach their partner.	3D: Children will gain inspiration from the work of Andy Goldsworthy and create patterns out of natural materials. They will experiment with making lines out of natural objects that decrease in size and blend in colour. Children will investigate creating a sculpture from clay and use tools to create textured patterns.	Painting, Textiles and Printmaking: Children will experiment with creating dyes from natural materials, such as cherries, beetroot and sunflower petals. They will use these to paint fabric and papers which will later be printed on using simple printing blocks made from household materials. Children will experiment with colour combinations and layering of images. They will experiment with positive and negative prints.

Year One					
All about Me (Topic)	Travel and Transport (Topic)	Terrific Toys (Topic)	Wonderful Weather (Topic)	In The Woods/Growing (Topic)	Amazing Animals (Topic)
<p>Collage: Children will visit autumn trees and collect autumn leaves to look at the different colours and textures of the leaves. Children will be introduced to a colour wheel and learn the primary and secondary colours. The children will produce an autumn collage overlapping tissue paper after learning how to rip paper. They will ensure they are using appropriate colours.</p> <p>Painting: Children will begin by looking at the features of tree and the different shapes they can see and the position of the trunk, branches and leaves. They will then use the skills of ripping brown craft paper to recreate a tree. They will then refer to their colour wheel and autumn collage to know what colours are needed for the leaves. Children will use bubble wrap and learn how to print using this resource and the different effects it can make depending on how much paint and how hard they press.</p>	<p>Drawing: Children will analyse the work of Friedensreich Hundertwasser, particularly his use of lines, patterns and shades. They will explore the idea of abstract art to understand artists can perceive art work in different ways. Children will experiment with the style of Hundertwasser by drawing an abstract bus using pencils and add detail to this with different lines and patterns. Once painted the children will use a permanent marker to outline their work and add extra detail using oil pastels of colours that compliment their work.</p> <p>Painting: Children will use their knowledge of the colour wheel to change the shade of their chosen colour. They will then paint in linear fashion to contrast the dark and light shades they have made.</p>	<p>Drawing: Children will create art inspired by winter. First, they will visit winter trees to see how they have changed since autumn. They will learn how artists can use different techniques and work that have been inspired by the same thing (a winter tree) e.g. textiles, print making, drawing and photography. After looking at images of art work children will then experiment with different pencils to see the variety of ways they can mark make for example different shades and lines are different depending on which pencil is used e.g 2H and 6B. They will explore patterns and lines that can be made and then use this to sketch their own winter tree focusing on shading and lines.</p> <p>Print making: After creating a drawing of a winter tree children looked again at how artists have been inspired by winter trees to create art work. They will focus on the technique of print making and learn how different objects create a different print. Children will use sheets of polystyrene and their pencils to etch their winter tree, similar to lino printing. After explore the way their pencil marks the polystyrene they will create their tree and roll ink over their design before pressing onto kraft paper. Finally, they will</p>	<p>Jackson Pollock Collage: Children will further enhance their knowledge of the colour wheel by focusing on hot and cold colours. They will also be introduced to neutral colours and when these might be used. They then sorted out tissue paper and overlapped them to create a hot, cold and neutral collage.</p> <p>Painting: Children will then use their knowledge of colour to explore the art work of Jackson Pollock. They will learn about his famous style of painting called 'dripping'. Children will work as groups to create large scale hot, cold and neutral drip paintings. This work will inform the writing of Jackson Pollock's autobiography.</p> <p>Spring Art Sculpture: Following on from their seasonal learning and autumn and winter trees, children will create a spring tree using sculpture inspired by Andy Goldsworthy. First, they will visit some spring trees around the school to look at how the leaves and petals have changed. They will find out how Andy Goldsworthy uses natural objects to create his sculptures. This often means his art work is temporary therefore must be captured on a photograph. Children will then go on a</p>	<p>3D: Children will be introduced to the idea of 3D art work through the designer, Rachel Bishop. This work will reflect the learning of flowers and plants in this topic. Children will look at the use of 3D art and how Rachel Bishop was inspired by plant. Children will explore the shapes of petals, leaves and stems before creating 3D art work. They will produce a vase using paper cups and decorate using floral pattern.</p>	<p>Animal patterns Drawing: Having learnt about different animals, the children will then focus on the pattern of the animals' skin or fur. Children will then discuss how to recreate the patterns with the use of lines and colour. Children will use HB pencils and pencil crayons to recreate different animal patterns.</p> <p>Painting: Following on from the drawing, children will use water colour paints to recreate the same pattern. Finally, they will look at the different effects the techniques have created.</p> <p>The summer tree Painting: Through Monet, children will be introduced to impressionist art. Impressionist artists did not want to paint a realistic picture but an 'impression' of what they could see. These artists used thick layers of paint and fast brushstrokes. Children will explore how some of his art work was influenced by the different seasons and the colours he used to convey this. Like Monet, the children will have their own paint palette to create the different shades of colour they desire. First, children will use their palette to paint the trunk and branches. They will then add the leaves using Monet's style of fast brush strokes.</p>

compare the two pieces of art work and how the different techniques result in different pieces of art work.

nature walk and collect natural objects that they could use for each part of the tree. In groups children will then create their own spring tree in the style of Andy Goldsworthy using the natural objects from their nature walk and objects from the classroom. Photographs will be taken of their sculptures.

Using the Seasons display board, children will compare and contrast the different seasonal trees that they have created throughout the academic year.

Year Two					
The Seaside (Topic)Drawing	Painting	China (Topic)3D	The Great Fire of London (Topic) Collage	Let's Grow (Topic) Printmaking	Textiles
<p>Drawing: Children will explore ideas and use imagination using music as a stimulus for mark making. They will try out tools and techniques to learn about line. To use observational drawing skills to reproduce an underwater image and develop knowledge about perspective and 3D elements. They will combine arrangements of drawings to create a new composition, transpose their drawings onto textile using an oil resist and experiment with blending techniques as they paint with liquid inks. Children will embellish with sequins to add texture and interest according to taste.</p>	<p>Painting: Children will analyse the work of Wassily Kandinsky, particularly his use of lines, shapes and colours in sketchbooks. They will use his work as a starting point to create their own abstract composition using 2D shapes. They will experiment with colour mixing, contrast and resist as they paint their compositions using ink and oil pastels. Children will examine the work of Anthony Frost, his use of primary colours and collaged texture. They will collage their own piece using recycled and manufactured materials. They will learn about the purpose of priming and develop their skills in painting within the confines of a space using contrasting opaque acrylic paint.</p>	<p>3D: Children will respond to a story to create a textured 3D piece from clay. They will use knowledge of priming and will paint using opaque acrylic paint with dexterity. Children will experiment with cutting and melting recycled plastic to create organic shapes and will further shape and colour using wires, beads and spray paint. These pieces will be developed using wire and tissue paper forms to emulate leaves.</p>	<p>Collage: Children will analyse the work of Karl Schwitters in sketchbooks and will emulate his style by creating a collage using tickets and other overlapping papers. This piece will be developed into a Tudor building that contains varied texture for interest. The children will include elements from observation, such as black and white alternating stripes, window and door shapes. They will examine the work of Bridget Riley's Op-Art, especially her "Fall" picture and will emulate this idea in sketchbooks by playing "follow that line". They will develop this further by cutting along wavy lines on white paper and sticking these strips onto black paper, and by cutting along wavy lines on black paper and sticking this onto white paper. They will experiment with varying widths to show movement. They will develop these skills with papers of warm colours to emulate flames on Tudor buildings.</p>	<p>Printmaking: Children will experiment with tearing and cutting to produce positive and negative stencils inspired by leaves. They will experiment with stippling and stroking techniques, colour blending and overlapping. Children will develop drawing/printing skills using dragged card to emulate silver birch trees showing an initial knowledge of foreground and background. They will investigate blending inks with water to create a blended sky that contrasts with the leaves that will be overprinted using stippling with stencils. Children will embellish some leaves according to taste with relief block printing.</p>	<p>Textiles (Bunting): Children will investigate and evaluate existing Bunting products, analysing their construction, function and decorative elements. They will create a prototype using chosen 2D shapes and paper to test for strength of construction and suitability of shapes. They will dip dye fabric to prepare for making bunting. They will develop drawing and cutting skills using scissors to prepare bunting shapes and will learn how to join by sewing (running stitch). Children will create two collagraph plates using elastic bands and matchsticks to overprint with random patterns in contrasting colours after practising, experimenting and analysing techniques in sketch books. They will evaluate the successfulness of bunting.</p>

Year Three					
<p>Textiles: Children will examine Rangoli patterns as a starting point for observational drawing. They will notice elements of symmetry and patterns derived from nature. They will record analysis and practice designs in sketchbooks. Using organic shapes, they will create a simple Rangoli design to be transposed using an oil resist onto fabric, in order to create a diva lamp. Using batik method, they will develop skills in painting, utilising the bright inks observed in Rangoli patterns analysed.</p>	<p>Printmaking: Building on knowledge from the previous unit, children will design a new Rangoli pattern on a collagraph plate using foam sheets to provide the relief element. They will tie dye fabric to provide a suitable background for a contrasting print, using their own collagraph plate and will further develop their knowledge of symmetry and build on knowledge of repeating patterns from Year 2 to create a Rangoli print that either rotates or has a line of symmetry. Building on knowledge from last year, they will create a clear, defined print. The process will be practised and commented on in sketchbooks.</p>	<p>3D: Children will learn about the process of creating a 3D shape using a mould. They will use coloured tissue, in either warm or cold colours and PVA glue to create a bowl shape by using a plastic mould. They will develop understanding of the strength of the structure by building up layers and show autonomy of design in whether the bowl becomes uniformly or organically shaped. Children will use their own preference to decide which embellishments they would like including options of wire, buttons and Angelina fibres, building up knowledge of texture. Children will also use clay to create a textured, indented slab form that will allow further development of the use of clay tools and printmaking tools. They will begin to learn about complementary colours as they scrape one layer of paint over another to reveal the texture.</p>	<p>Collage: Children will discuss the work of Paul Klee, particularly “Main and Bypaths”. They will develop their analytical skills, expressing ideas about what the picture represents. They will annotate ideas in sketchbooks. Children will develop their understanding of primary, secondary, tertiary and complementary colours as they mix secondary colours that complement, to produce interesting papers as a basis for collage work. Emulating Paul Klee’s style, they will create alternating or more complexly varied patterns in their own composition. They will also create further collage compositions based on the work of either Victor Vasarely or Henri Matisse.</p>	<p>Painting: Children will examine the work of Vincent Van Gogh, focusing on his use of impasto paint and textured movement within his pieces. Observations will be recorded in sketchbooks. Children will build on observational drawing skills as they draw their own version of “Starry Night”, and build on collage skills to create textured “impasto” elements, using wool, tissue and string. They will add to the linear texture with oil pastel resist and begin to learn about ink watercolours, developing blending skills. Children will use originality as they add their own element to the foreground, developing their understanding of foreground, background and perspective.</p>	<p>Drawing: Children will build on their knowledge of Van Gogh’s use of textured drawing lines by analysing a selection of his pictures. They will develop their use of sketchbooks as they collect different marks observed in Van Gogh’s work. They will experiment with different values of shading as they practise with various pencils as well as hatching and cross hatching. They will further develop these skills when drawing a creature in response to a poem, from imagination, and build on knowledge of resist and inks as they paint the piece.</p>

Year Four					
<p>Drawing: Children will analyse the work of Ian Murphy and record observations in sketchbooks, using more detailed artistic vocabulary such as form, shading, shape. They will build on observational drawing skills already learned and draw a local building using Ian Murphy as inspiration. They will develop shading skills as they learn to look for areas of darkest value, using hatching and cross hatching skills in various media: pencil, biro, sharpies. They will experiment with other forms of shading such as smudging and emulate Ian Murphy's style with ink layers and dribbles. They will add texture and interest by distressing recycled cardboard and overlaying with scrapings of paint.</p>	<p>Textiles Children will analyse the work of Michael Brennan-Wood and express annotations in sketchbooks. They will use knowledge of tie dyeing to prepare a textile tile as a basis for 3D embellished textile work. Emulating MBW's style, children will build on their wrapping and knotting skills to cage over their work, adding additional elements with stick, wire and textile shapes according to taste. They will build on knowledge of a secure structure.</p>	<p>3D: Children will build on skills from year 3 learning to create a more complex 3D form using a mould. They will use tissue paper and masking tape to create a 3D shoe model, embellishing with realistic details. They will show knowledge of strength of structure and find ways to enhance to form where problems occur. They will evaluate their work as it progresses. They will use understanding of symbolism as the monochrome nature of the shoe will represent the silent journey and plight of refugees.</p>	<p>Multi-media: Drawing, painting, collage: Children will create interesting papers using oil pastels as a resist and liquid inks in response to the stimulus of music. They will use knowledge of collage and the bright colours of Warhol to create an animal's face that radiates out from a central point, with these torn papers. They will learn about the blending of oil pastels, the creation of highlights and of painting with inks and acrylic as they create the eyes and nose of their animal. They will learn about spectrums of colour on the colour wheel.</p>	<p>Painting: Children will study the work of Georgia O'Keefe and create enlarged observational drawings of flowers, building on their enlarging skills already developed. They will experiment with watercolour painting, introducing learning about subtle colour washed and the building up of darker tones with layers of paint. Definition will be added with pastels and pens and children will create mottled washes using tissue bleeds. Children will explore the pop-art of Jim Dine and in particular his heart motif. They will learn methods of drawing hearts using appropriate spacing and will build on their knowledge of colour blending with oil pastels and colour bleeds.</p>	<p>Collage: Children will analyse the work of Henri Matisse, in particular, "The Dancers". They will build on their observational drawing and enlarging skills and to draw a linear sketch of one dancer, introducing them to ideas of the proportion of the human body. They will use ripping and cutting skills to collage the inside of this 2D form using text. They will create a distorted collaged image in the style of Francis Bacon, building up to creating a self-portrait in this style. They will use additional text for collage according to taste and linear and hatching elements with pens as desired. Another collage piece may be created inspired by Andy Warhol.</p>

Year Five					
<p>3D: Children will use the drawings and sculptures of Alberto Giacometti as a starting point for inspiration. They will practice drawing the simple proportions and posture of a human form from observation of their partner as a basis for 3D work. They will learn how to create a skeletal structure from wire, before strengthening this with paper and glue to form a strengthened structure. They will build on joining techniques with tape and wire and will decide on positioning and embellishments according to taste.</p>	<p>Drawing: Children will observe the work of contemporary artist Agnes Cecile and comment on her work. They will create a mottled background using tissue bleeds and modify work according to preference. They will create a self-portrait which they will overlay with watercolours, building on paint-work from year 4. Children will develop ability to add areas of darkest value to show the form of the face, or highlights in the lightest areas. They will overwork with stick and ink and experiment with continuous line style.</p>	<p>Textiles: Children will experiment freely with textile processes: destruction, construction, layering and colouring. They will build on sewing skills by experimenting with sewing machines and learn methods of melting, ripping and burning fabrics. They will learn about the value of negative space in design and will practice joining fabrics in various ways such as plaiting, pinning and sticking. They will also analyse the work of local designer Rachel Bishop and create a batik piece using her work as an inspiration. This will develop drawing, painting and batik skills.</p>	<p>Painting: Children will analyse the painting style of Fauvists including contemporary artist Andre Derain. They will develop observational drawing skills to create a linear basis for fauvist-style acrylic painting. Children will learn about blending with acrylics and layering to create a bright opaque effect. They will experiment with different brush shapes and sizes for various techniques and with the use of sponges for a stippled background. They will experiment with recycled card as a background.</p>	<p>Printmaking: Children will use natural forms as a starting point for observational drawing and transpose these onto a Styrofoam block. They will develop skills in reduction block printing by making an edition of prints that become increasingly “worried away” and overprinted in contrasting colours. Inspiration for further prints gathered from analysis of the art of the Maya.</p>	<p>Collage: Using natural forms and the work of Dale Devereux Barker as a stimulus, children will use tearing, cutting and sticking skills to collage into drawings and overlay one type of material on another. Children will experiment with techniques in sketchbooks and annotate for future reference. They will experiment with working into collage with inks and paints and discuss effects created.</p>

Year Six					
<p>Drawing: Children with focus on the expressive nature of portraits by artists such as Munch, Picasso, Bacon. They will analyse ideas and express them in sketchbooks. They will use observational and imaginative drawing skills to create expressive images that reflect the plight of refugees escaping from danger. These will be further developed with pastels, pens and paint. Children will also develop observational drawing skills by creating enlarged studies of fruit or vegetables. They will show understanding of tone and shading, further developing hatching, cross-hatching and smudging as forms of showing shading to express 3D form.</p>	<p>Printmaking: Children will examine the work of Banksy. They will analyse his style, method of printing with stencils and the protest nature of graffiti. Children will create a self-portrait stencil by identifying areas of darkest value and cutting these away. The use of craft knives (with appropriate safety measures) will develop cutting skills. Children will develop their ability to identify dark areas, simplifying them where necessary, using them strategically to produce a 3D monochrome stencil print. They will show personal preference in collaging backgrounds from recycled materials to emulate the gritty nature of graffiti art. Children will emulate the communication of a message in Banksy's work by expressing slogans that reflect their feelings using torn recycled text, printing with stencils and overworking with pens.</p>	<p>Collage: Children will analyse the work of Gustav Klimt, expressing observations about visual and tactile elements. They will collage a drawn response in various papers and materials, overworking with inks where desired. They will add linear marks on open geometric shapes to emulate his style. They will compare their work with that of Klimt and express observations in sketchbooks.</p>	<p>Painting: Children will analyse cubist methods of representing a 3D subject on a 2D plane using juxtaposing perspectives. They will examine the work of Picasso, Braque, Caulfield and Laurie Vincent to inspire them in their creation of a cubist self-portrait. They will build on acrylic painting skills and contrast their piece with warm and cold colours. They will use outlining in the style of Caulfield and Vincent to add definition to their abstract pieces.</p>	<p>3D: Children will examine the street art of Francisco de Pájaro. They will use his work as inspiration to create their own 3D sculptures using recycled materials and paint. They will build on expressive skills already developed and use this piece to communicate an issue they are passionate about. They will use knowledge of secure structure and use wires and holes to fix recycled materials to a wooden/ card background and paint in experimental ways.</p>	<p>Textiles: Children will build on their knowledge of colouring textiles by preparing blended backgrounds for textile work using inks. They will create linear studies inspired by Hundertwasser and transpose an enlarged element onto relief press print blocks. They will produce one small linear textile study on using pens and another larger one using printing ink. The process will be practised and documented in sketchbooks. Children will experiment with punchinella and natural stick weaves to emulate the patterns observed in Hundertwasser's work.</p>