



	<b>Autumn 1 Drawing</b>	<b>Spring 1 Printing and Mixed Media</b>	<b>Summer 1 Sculpture and 3D/Craft and Design</b>
<b>Year 1</b>	<p><b>Make your Mark</b> - Bridget Riley - Zaria Forman - Kandinsky</p> <p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p><b>Colour Splash</b> - Clarice Cliff - Jasper Johns</p> <p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. shiny, soft.</p>	<p><b>Embellishments</b> Jewellery and headpieces inspired by different Cultures</p> <p>Able to select colours, shapes and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>
<b>Year 2</b>	<p><b>Tell a Story</b> Illustrations for a familiar story</p> <p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p><b>Beside the Seaside</b> Impressionist painters</p> <p>Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint.</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>Experiment with overlapping and overlaying materials to create interesting effects.</p>	<p><b>Clay Houses</b> Rachel Whiteread</p> <p>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>



<p><b>Year 3</b></p>	<p><b>Growing Artists</b> Botanical drawings - Georgia O'Keefe and traditional Chinese painters</p> <p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p><b>Prehistoric painting</b> Making own paints and tools and painting on different surfaces</p> <p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>	<p><b>Abstract Shape and Space</b> Free standing structures - Anthony Caro - Ruth Asawa</p> <p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p>
<p><b>Year 4</b></p>	<p><b>Power Prints</b> Develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p>	<p><b>Light and Dark</b> Develop colour mixing skills, using shades and tints to show form and create three dimensions.</p> <p>Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p><b>Fabric of Nature</b> Developing skills in textile techniques</p> <p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p>



<p>Year 5</p>	<p><b>I Need Space</b> Use of imagery in the 'Space race'. Combine collage and printmaking to create a piece in own style.</p> <p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p><b>Portraits</b> Self-portraits of a range of artists to develop own in mixed media.</p> <p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine digital effects with other media.</p>	<p><b>Architecture</b> Explore famous architecture to develop and create own individual vision for a unique space.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>
<p>Year 6</p>	<p><b>Make my Voice Heard</b> Art with a message. - 'Guernica' by Picasso - Käthe Kollwitz</p> <p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>	<p><b>Artist Study</b> Research an artist that interests them and use as inspiration for individual piece.</p> <p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe how colour is used in other artists' work.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale.</p>	<p><b>Making Memories</b> 3D artwork to represent memories of their time at primary school.</p> <p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</p>

**Key to Skills Progression:**

	Generating Ideas	Sketchbooks	Knowledge of artists	Evaluating and analysing
Year 1	Explore their own ideas using a range of media.	Use sketchbooks to explore ideas in an open-ended way.	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Describe and compare features of their own and other's art work.
Year 2	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Explain their ideas and opinions about their own and other's art work, giving reasons.  Begin to talk about how they could improve their own work.
Year 3	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons.  Use sketchbooks as part of the problem-solving process and make changes to improve their work.
Year 4	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Build a more complex vocabulary when discussing their own and others' art.  Evaluate their work more regularly and independently during the planning and making process.
Year 5	Develop ideas more independently from their own research.  Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Year 6	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

**Making skills (including formal elements)**

	<b>Drawing</b>	<b>Painting and Mixed Media</b>	<b>Sculpture and 3D</b>	<b>Craft and Design</b>
<b>Year 1</b>	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. shiny, soft.</p>	<p>Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Able to select colours, shapes and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>
<b>Year 2</b>	<p>Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint.</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern.</p> <p>Experiment with overlapping and overlaying materials to create interesting effects.</p>	<p>Develop understanding of 3D forms to construct and model simple forms using a range of materials.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>	<p>Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Experiment with techniques when trying out design ideas.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>
<b>Year 3</b>	<p>Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.</p> <p>Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>	<p>Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture.</p>	<p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p>



<p><b>Year 4</b></p>	<p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p>	<p>Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D.</p>	<p>Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p>
<p><b>Year 5</b></p>	<p>To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Add collage to a painted, printed or drawn background for effect.</p> <p>Explore how collage can extend original ideas. Combine digital effects with other media.</p>	<p>Investigate scale when creating forms in three dimensions.</p> <p>Explore a greater range of materials to create 3D forms e.g. wire and found materials.</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>
<p><b>Year 6</b></p>	<p>Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</p> <p>Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe how colour is used in other artists' work.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale.</p>	<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</p>	<p>Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.</p>