

	Autumn term		Spring term		Summer term	
<b>Expressive Arts and Design (Creating with Materials/Being Imaginative)</b>						
<b>EYFS</b>	<b>Painting</b> Exploring Art	<b>Printmaking</b> Mark Making	<b>Drawing</b> Introduction to Detail	<b>Painting</b> Expressive Painting	<b>3D</b> Playdough Models and Air Dry Clay	
	Colour	Line	Line and Space	Colour and Shape	Form, Texture and Shape	
	<ul style="list-style-type: none"> <li>Explore and use a range of tools including paintbrushes</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use a range of sponges and stamps for mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Develop small motor skills so they can use a range of tools competently, safely and confidently.</li> </ul>
<b>Year 1</b>	<b>Drawing</b> Mark Making (Seasonal Changes)	<b>Painting</b> Mark Making with Primary Colours	<b>Printmaking</b> Introduction to Printmaking		<b>3D</b> Introduction to Clay	
	Line & Texture	Shape & Colour	Shape, Line & Colour		Line, Form and Texture	
	<ul style="list-style-type: none"> <li>Make marks using a variety of tools.</li> <li>Organise and arrange marks according to techniques used.</li> <li>Apply knowledge of mark making to apply texture to an animal.</li> </ul>	<ul style="list-style-type: none"> <li>Know parts of a paintbrush</li> <li>Use water, paint, and a palette (dip, dip, dab) technique.</li> <li>Develop different brushstrokes</li> <li>Arrange geometric blocks of primary colours</li> </ul>	<ul style="list-style-type: none"> <li>Know the primary colours.</li> <li>Make marks by printing from everyday objects.</li> <li>Experiment with layering marks by overprinting.</li> <li>Use a stencil and the stippling technique to create printed shapes.</li> <li>Experiment with stencilling techniques to achieve different effects.</li> <li>Create a repeated pattern using the relief printing technique.</li> <li>Respond to the work of Karen Lederer.</li> <li>Apply a range of printing techniques.</li> <li>Explain processes and personal preferences.</li> </ul>		<ul style="list-style-type: none"> <li>Explore how to mould clay to create smooth, rounded forms.</li> <li>Explore how different colours of clay can be used for decoration.</li> <li>Describe the tactile qualities of clay.</li> <li>Know what is meant by balance and weight and apply this knowledge to build a structure.</li> <li>Create a structure based on a traditional Inuit inuksuk</li> <li>Apply techniques of joining, cutting and constructing.</li> </ul>	
<b>Year 2</b>	<b>Drawing</b> Expressive Mark Making	<b>Painting</b> Mark Making with Primary & Secondary Colours	<b>Printmaking</b> Repeating Patterns		<b>3D</b> Mould & Manipulate Paper	
	Line & Texture	Shape, Line & Colour	Shape & Line		Line, Form, Colour & Texture	
	<ul style="list-style-type: none"> <li>Know different mark makers will create a variety of effects depending on the surface onto which they are placed.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately trace around a shape</li> <li>Use slow, controlled movements to fill in blocks of colour in small spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Make a printing block and use this to create repeated prints.</li> <li>Identify the negative and positive space in a printed image.</li> <li>Evaluate the quality of a printed image.</li> </ul>		<ul style="list-style-type: none"> <li>Know the symbolic significance of Australian indigenous art.</li> <li>Use different painting tools to create dot patterns and designs.</li> <li>Join materials together to form one sculpture.</li> <li>Use paper sculpting techniques to create 3D forms.</li> </ul>	

	<ul style="list-style-type: none"> <li>Explore how music and movement affect mark making</li> <li>Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task.</li> <li>Understand how to show texture and movement by using different marks.</li> </ul>	<ul style="list-style-type: none"> <li>Identify shades of primary colours.</li> <li>Mix two primary colours to create a secondary colour.</li> <li>Use lines and colour to express feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Create repeated prints from natural objects such as fruit and leaves.</li> <li>Create a symmetrical printed pattern.</li> <li>Explain printing processes and comment on the effects achieved.</li> <li>Apply a range of printing techniques to create patterned effects.</li> <li>Use the technique of overprinting to create interesting effects.</li> <li>Evaluate the effectiveness of printing techniques used.</li> </ul>	<ul style="list-style-type: none"> <li>Follow and evaluate a process.</li> <li>Apply painting techniques to a different context.</li> <li>Create a design in-keeping with the style of indigenous Australian art.</li> <li>Evaluate the work of others</li> </ul>				
Year 3	<b>Drawing &amp; Painting</b> <b>Cave Art</b> (Stone Age)		<b>Printmaking</b> <b>Block Printing</b> (Rocks)		<b>3D</b> <b>Sculpture</b>			
	Shape, Line, Colour, Value & Texture		Shape, Line & Texture		Form and Texture			
	<ul style="list-style-type: none"> <li>Use graphic marks to depict the line and contour of a shape.</li> <li>Use white to change the tint of a colour.</li> <li>Know how paint is mixed and applied to create effect.</li> <li>Know technical vocabulary to describe marks.</li> <li>Reflect on how marks have been made.</li> </ul>		<ul style="list-style-type: none"> <li>Use water-based printing ink, rollers and ink blocks.</li> <li>Create monoprints.</li> <li>Look at the work of a printmaker.</li> <li>Organise and arrange printed marks including impressed printing.</li> </ul>		<ul style="list-style-type: none"> <li>Use plaster and natural and man made objects to create relief artwork.</li> <li>Create texture and pattern by positioning objects systematically or randomly.</li> <li>Discuss the effects created by scoring into a plaster surface.</li> <li>Apply paint evenly to a textured and three-dimensional surface.</li> <li>Use the technique of removing areas of a second coat of paint to reveal the first layer.</li> <li>Use techniques of manipulating wire and fabric to construct 3D sculptures.</li> <li>Make accurate observations of anatomical structures and details.</li> </ul>			
Year 4	<b>Drawing</b> <b>Viewpoints &amp; Perspective</b> (Anglo-Saxons)		<b>Painting</b> <b>Overpainting</b>		<b>Printmaking</b> <b>Tye-dying</b>		<b>3D</b> <b>Human Form &amp; Movement</b>	
	Line, Form, Texture and Space		Shape, Colour & Value		Line, Colour & Texture		Line, Form & Texture	
	<ul style="list-style-type: none"> <li>Introduce 'composition' of a group of objects to be used for still life.</li> </ul>		<ul style="list-style-type: none"> <li>Know that a tertiary colour is made when equal amounts of a primary colour and a</li> </ul>		<ul style="list-style-type: none"> <li>Use tie dye technique to create coloured designs on fabric.</li> <li>Select materials for use as weft and warp and comment on the effects achieved.</li> <li>Learn and apply weaving techniques.</li> </ul>		<ul style="list-style-type: none"> <li>Use complementary colours and form to create the illusion of movement.</li> <li>Show an understanding of the basic proportions of the human figure.</li> <li>Arrange simple body part shapes to depict movement</li> </ul>	

	<ul style="list-style-type: none"> <li>• Create contour drawings of the still life.</li> <li>• Know what is meant by a contour line.</li> <li>• Use a viewfinder to focus on a part of an object to be drawn.</li> <li>• Create a resist with wax crayon and watercolour.</li> <li>• Explore negative space – the space between the lines of the objects drawn.</li> </ul>	<p>secondary colour are mixed together.</p> <ul style="list-style-type: none"> <li>• Explore the technique overpainting, (when one painted mark is placed on top of another)</li> <li>• Use a viewfinder to select details from an object or image to enlarge.</li> <li>• Explore painting wet paint over wet paint</li> </ul>	<ul style="list-style-type: none"> <li>• Create designs based on traditional West African patterns and colours.</li> <li>• Create repeat geometric patterns using printing techniques.</li> <li>• Combine printing and textiles to create a mixed media piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the technique of decoupage.</li> <li>• Apply sculpting skills to construct a 3D wire form</li> <li>• Use wire and foil to sculpt a figure, inspired by the work of Giacometti</li> <li>• Evaluate artwork, giving reasons for responses</li> </ul>		
Year 5	<p><b>Drawing &amp; Painting</b> <b>Subtractive Drawing</b></p>		<p><b>Printmaking</b> <b>Reduction Printing</b></p>		<p><b>3D</b> <b>Using Armatures</b></p>	
	<p>Line, Colour &amp; Texture</p>		<p>Shape, Line &amp; Colour</p>		<p>Line, Colour, Form &amp; Texture</p>	
	<ul style="list-style-type: none"> <li>• Explore Subtractive drawing (working in the negative) using an eraser to reveal white.</li> <li>• Understand how to use a viewfinder to select a portion of an image or view</li> <li>• Enlarge and transfer an image from a small drawing.</li> <li>• Complete sections of in block colour, not shaded.</li> <li>• Create line and movement using black emphasise.</li> </ul>		<ul style="list-style-type: none"> <li>• Know how to create block prints using impressed blocks they have made.</li> <li>• Know how to use a roller to apply the appropriate amount of ink.</li> <li>• Know how to press-print.</li> <li>• Explore the work of Andy Warhol and look at his techniques.</li> <li>• Compare Warhol’s work to Brunsdon work.</li> </ul>		<ul style="list-style-type: none"> <li>• Define and explore analogous colours.</li> <li>• Use an armature to support modelling of soft materials, including clay.</li> <li>• Explain and explore the effects created by using different modelling materials.</li> <li>• Recreate a design by modelling shapes and lines from clay.</li> <li>• Apply the score and slip method of joining clay.</li> <li>• Explore methods of creating and combining shapes and coils to build and decorate a 3D form.</li> </ul>	
Year 6	<p><b>Drawing</b> <b>Scale &amp; Proportion</b></p>		<p><b>Painting</b> <b>Cubism</b></p>		<p><b>Printmaking</b> <b>Block, Reduction &amp; Repeat Printing</b></p>	
	<p>Shape, Line, colour, Value, Form, Texture &amp; Space</p>		<p>Shape, Line, Colour &amp; Texture</p>		<p>Line, Colour &amp; Space</p>	
	<ul style="list-style-type: none"> <li>• Know how to draw enlarged images and scale to create abstract forms.</li> <li>• Know how to draw features in proportion and include details.</li> </ul>		<ul style="list-style-type: none"> <li>• Compare the work by Picasso and Caulfield, considering the similarities and differences.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the concept of perspective and related vocabulary.</li> <li>• Follow the process of creating a one-point perspective drawing.</li> <li>• Explain how perspective drawings create the illusion of objects being near or far away.</li> </ul>	
				<ul style="list-style-type: none"> <li>• Apply and adapt previously learned techniques to create 3D forms.</li> <li>• Create intentional designs using line and colour combinations.</li> <li>• Understand and use the terms amorphic and biomorphic.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Draw a self-portrait and include a surreal background.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the contour lines of 3D objects in a still life composition.</li> <li>• Know what is meant by viewpoint.</li> <li>• Understand how to change the tint and tone of a colour by adding white or grey.</li> <li>• Build up surfaces to show colour and shape.</li> <li>• Create changes in tone, shade or intensity by overlapping colours.</li> <li>• Transpose an image using tracing paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that perspective allows three dimensions to be presented on a flat surface.</li> <li>• Explore how the application of paint and colour choices contribute to the effects achieved.</li> <li>• Create negative and positive spaces by repeating the same image by printing.</li> <li>• Use specialist tools and resist processes such as batik to create colourful images.</li> <li>• Gain knowledge and understanding of the origins and applications of traditional art processes.</li> <li>• Explore the effects of applying dye to a surface where wax has been applied</li> </ul>	<ul style="list-style-type: none"> <li>• Create biomorphic forms using starch as a stiffening agent.</li> <li>• Apply knowledge of complementary and analogous colours.</li> <li>• Explore how the application of heat can alter the properties of a solid and can cause it to change its form.</li> <li>• Create a mixed media sculpture in response to the work of an artist.</li> <li>• Understand the term asymmetrical balance and apply this when assembling 3D forms.</li> </ul>
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**Making:** Painting, drawing, printing & creating 2 & 3D art

**Generating ideas:** Taking inspiration from a range of artists and craftspeople

**Formal elements:** Shape, Line, Colour, Value, Form, Texture & Space

**Knowledge of artists'** work and techniques

**Evaluating:** Critiquing their own work and that of others

**Artistic Disciplines taught as blocks:**

**Drawing**

**Painting**

**Printmaking**

**3D**

**Elements repeated and developed through every year group:**

**Shape** – flat (2D) area surrounded by outline or edge

**Line** – lines are used to show movement and mood

**Colour** – used to convey atmosphere and mood

**Value** – the intensity of colour and depends on the amount of white added

**Form** – artists use form when they create sculptures (3D shapes)

**Texture** – the look and feel of a surface

**Space** – space in art work makes a flat image look like it has form (3D)