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| **EYFS** | **30-50 months:**   * Uses various construction materials. * Realises tools can be used for a purpose.   **40-60 months:**   * Understands that different media can be combined to create new effects. * Constructs with a purpose in mind, using a variety of resources. * Selects appropriate resources and adapts work where necessary. * Selects tools and techniques needed to shape, assemble and join materials they are using. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Nursery** | Helping Hands  (Fire  Firefighters, police, ambulance)  Self portraits  Photograph and draw staff and visitors to Nursery | Into the Wild  (Animals with a pattern)  Pattern making with a range of materials e.g. art materials, natural materials.  Look carefully at illustrations in stories e.g. Eric Carle | Making a splash  (Sea, river, under the sea)  Explore different textures in paint. Add sand, sawdust, glitter, soap and shaving foam.  Blow bubbles in soapy paint. Take prints from the bubbles. |
| Ongoing | Exploration of a range of materials inside and outside.  Work at different scales; individually and in groups; transient and more permanent models and images.  Talk about their own creations and those made by others including artists and crafts people. | | |

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| **EYFS** | **40-60 months:**   * Understands that different media can be combined to create new effects. * Constructs with a purpose in mind, using a variety of resources. * Selects appropriate resources and adapts work where necessary. * Selects tools and techniques needed to shape, assemble and join materials they are using.   **ELG:**   * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | Helping Hands | Into the wild | Making a splash |
|  | Portraits of people who help us in the community e.g. PCSO, Firefighter.  Self portraits  Hands – observe closely  Leonardo da Vinci  Study of hands  Use charcoal and work large scale, pencil for smaller scale work.    paint/pastel on black paper | Animal puppets  Katherine Rayner  Backgrounds based on illustrations.  Tiger or other animal to walk through scene.  Record using Shadowpuppet on iPad.  Artist: Henri Rousseau    Tiger in a tropical storm | sea creatures  Observe, photograph and draw fish at aquarium. Observe fish from the fish counter up close.  Fish – wax drawings/oil pastel with water colour wash. Wax resist.  **Artist:**  Henri Matisse  Printing, collage, painting. |
| Ongoing | **By the end of Reception**  **Generating ideas:**  1. Work purposefully responding to colours, shapes, materials etc.  2. create simple representations of people and other things  **Making:**  3. Work spontaneously and enjoy the act of making/creating  4. Sustain concentration and control when experimenting with tools and materials  **Evaluating:**  5. recognise and describe key features of their own and others’ work  **Knowledge and Understanding:**  6. That art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.  7. how to explain what they are doing  (NSEAD) | | |

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| **KS1** | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, using a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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. | | |
|  | **Autumn**  **The Great Food Journey** | **Spring**  **Great Leaders** | **Summer**  **Just the tickert** |
| **Year 1 & 2** | **Collage**   * Make pictures from found materials e.g. fruit, vegetables and photograph them. * Cut and tear coloured paper and painted paper and arrange the pieces and glue down to form a picture e.g. to resemble cut sections of fruit and vegetables   **Artist**: Giuseppe Archimboldo | **Painting**   * Paint a background using watery paint and once dry paint a foreground with thicker paint. * Mix purple, orange, green, brown using powder/ready mix paint * Use a thicker brush for large areas and a thin brush to paint details. * Pull a paint brush rather than push it when painting.   **Artist:**  **Portraits of the Queen**  Chris Levine Holographic photograph    Andy Warhol Chinwe Chukwuogo-Roy | **Sculpture**   * Roll a ball of clay and pinch it to create a thumb pot. Smooth the outside using fingers. * Create texture by pushing objects into the clay to create texture and pattern.   **Artist/Designer**:  Clarice Cliff ?  **Printing**   * wheels, cogs, tyre tread from toy cars to print with * rubbings from tyre tread patterns and print from rolling full size wheels into printing ink * create repeated patterns, overlap, print in 2 colours * draw design into polystyrene tile and print with   **Lionel Feininger** |
| **Ongoing** | **Planning, developing and reviewing.**   * Ask and answer questions about your starting points * Try things out and change your mind   Say what you are pleased with in your work and what you would change another time.  **Drawing**   * Draw using pencils, crayons, chalks, felt tips. * Experiment with colouring over areas to make darker. * Show pattern and texture using lines, dots and make rubbings using pencil and wax crayon. * In observational drawings make careful choices about size and colour. | | |

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| **KS2** | Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Find out about great artists, architects and designers in history. | | |
|  | **Autumn**  **Stone Age** | **Spring**  **Romans** | **Summer**  **Ancient Egypt** |
| **Year 3 & 4** | **Painting**   * Use a range of brushes sizes purposefully * Use black to create tones and white to create tints with control * Produce textures using brush techniques * Use colour to create mood. * Use thinner and thicker paint for effect    **Artist**: cave painting at Lascaux | **Collage**   * Prepare materials for collage by painting washes over newsprint, collecting magazines, cardboard and paper packaging and by collecting rubbings of textures. Collect fabric (e.g. old clothes) * Cut and tear papers and fabric and arrange before gluing down.   **Artist**: Eileen Downes | **Sculpture**   * Create a coil pot and smooth the outside. Make side of even thickness. * Finish the pot carefully with intricate pattern and/or texture * Or paint a base coat and add intricate painted decoration    Artist: Ancient Egyptian pots  Ancient Egyptian frieze patterns    Egyptian carpet border |
| **Ongoing** | **Planning, developing and reviewing.**   * Use sketch books to explore the work of artists and crafts people and to practise and refine techniques * Plan work, review work and make changes as you work. * Use artistic language: portrait, still life, seascape, landscape, city scape, abstract * Ask and answer questions about your starting points * Try things out and change your mind * Say what you are pleased with in your work and what you would change another time.   **Drawing**   * Use light lines for initial sketch so lines do not need to be rubbed out in order to make changes. * Use a range of pencil grades to create line, tone and texture. * Use tone to show light and shadow * Show accuracy in size and proportion in observational drawings. | | |

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| **KS2** | Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Find out about great artists, architects and designers in history. | | |
|  | **Autumn**  **Space** | **Spring**  **After the heartbreak**  **Refugees** | **Summer**  **Magic, monsters and mayhem**  **Vikings and Anglo Saxons** |
| **Year 5** | **Collage**   * Prepare materials for collage including researching and photocopying/printing papers, painting washes over newsprint, collecting magazines, cardboard and paper packaging and by collecting rubbings of textures. Collect fabric (e.g. old clothes) * Use collage as part of multimedia work. * Use drawing software to create shapes that can be copied, rotated and moved to create artwork.   **Artist: Robert Rauschenberg**  **Jiri Kolar** | **Painting**   * Continue using the 2 pot method of watercolour * Experiment with watercolour, exploring intensity of colour to develop shades. * Know how to show reflections. * Choosing the appropriate brush or tool for the task. * Using the appropriate colours to reflect the mood/purpose of the painting.     **Artist**: L. S. Lowry    Banksy  Cityscapes – local architecture | **Clay**   * Roll clay using pieces of wood to ensure even thickness. * Make a tile and add decorative pieces joining by scoring and water. * Make and use slip to join smaller, delicate pieces. |
| **Ongoing** | **Planning, developing and reviewing.**   * Develop and imaginatively extend ideas, collecting ideas, sketches and resources and present imaginatively in a sketch book. * Comment on artworks using visual language. * Begin to use terms for art movements.   **Drawing**  · Use tone to show light falling in different directions.  · Show perspective in objects in the foreground and background.  ·  Using line, tone, shape and colour to represent figures and forms in movement. | | |

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| **KS2** | Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Find out about great artists, architects and designers in history. | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | **Only the Brave**  **Olympic Challenge** | **Rivers and coasts**  **Dracula**  **Whitby** | **Mission impossible**  **(2nd World War)** |
| **Year 6** | Greek masks  **Clay**  Greek masks   Roll clay using pieces of wood to ensure even thickness.  Lay over bowl etc to form shape   Join pieces using scratch and slip technique | **Printing**   Make a potato relief printing block and over print with different colours starting from lightest colour, cutting parts of block away to print each colour.   Make relief printing block from foam board, push into the board to change the print and over print in another colour.  Textiles  Simple weaving technique  Landscape weaving  **Artist:**  **Artist: Sue Spooner**    paper plate  card weaving | **Painting**   Use brush techniques and the qualities of paint to create texture.   Develop a personal style of painting, drawing upon ideas from other artists.   Make choices about paint and tools and explain their own choices using terms such as tone, tint, shade, mood.   Explore and use a digital painting app.  **Artist:**  **Digital painting – David Hockney**  **Brush Reddux for iPad**    **See exhibition at Salts Mill** |
| **Ongoing** | **Planning, developing, reviewing.**   Develop and imaginatively extend ideas, collecting ideas, sketches and resources and present imaginatively in a sketch book.   Explain how own work has been influenced by the work of a famous artist.  **Drawing**   Able to use perspective in their work including vanishing points. Roads and walls.   Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight and to depict movement and perspective   Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).   Use rubbers to draw into work and highlight areas. | | |