

Art and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	Drawing in pastel developed into 3D using clay Observational drawings and paintings developed into printmaking Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art	Drawings and paintings of local area developed into printmaking Figure drawing with proportions using wooden figures developed into clay Collage using papers, fabric materials, drift wood	3D clay or textile sculpture Observational drawings developed into print Painting on plaster, mosaics and digital mosaics	Drawing developed into printmaking, rotating and translating images Drawing and painting of still life into 3D sculpture Abstract painting; relief paintings, large and small scale with texture	Drawing and painting developed into abstract textured paintings Painting developed into printmaking/collage and digital art Figure drawing developed into 3D sculpture	Drawing and painting developed into digital art; developing sketchbook ideas Painting inspired by music Drawing and painting developed into collage / batik / felt making
Artists to be covered			Wow Launch: Seaside landscape artists Blackpool. Paintings with rivers, canals, water etc - Ronald Haber Wow launch: Alison Deegan – landscapes/ Robert Hooke – fossils/printing – Ancient/Roman Britain Wow launch: Weaving – Victorians – William Morris.	Sergio Boldrin Kurt Schwitters		
Drawing	Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, chalk.	Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk.	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.	Work from a variety of sources including observation, photographs and digital images.	Work from a variety of sources including observation, photographs and digital images.
	Control the types of marks made with the range of media.	Control the types of marks made with the range of media.	Draw for a sustained period of time at an appropriate level.	Draw for a sustained period of time at an appropriate level.	Work in a sustained and independent way to create a detailed drawing.	Work in a sustained and independent way to create a detailed drawing.
			Use journals to collect and record visual information from different sources.	Use journals to collect and record visual information from different sources.	Use a journal to collect and develop ideas.	Use a journal to collect and develop ideas.
					Develop close observation skills using a variety of view finders.	Develop close observation skills using a variety of view finders.
					Identify artists who have worked in a similar way to their own work.	Identify artists who have worked in a similar way to their own work.
Drawing – Lines and Marks	Name, match and draw lines/marks from observations.	Name, match and draw lines/marks from observations.	Experiment with different grades of pencil and other implements to create lines and marks.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Use dry media to make different marks, lines, patterns and shapes within a drawing.	Use dry media to make different marks, lines, patterns and shapes within a drawing.
	Invent new lines.	Invent new lines. Draw on different surfaces with a range of media.			Experiment with wet media to make different marks, lines, patterns, textures and shapes.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Drawing – Form and Shape	Observe and draw shapes from observations.	Observe and draw shapes from observations.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of	Explore colour mixing and blending techniques with coloured pencils.	Explore colour mixing and blending techniques with coloured pencils.
	Draw shapes in between objects.	Draw shapes in between objects.			Begin to use simple perspective in	Begin to use simple perspective in

		Invent new shapes.		objects having a third dimension.	their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.	their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.
Drawing – Tone	Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Experiment with different grades of pencil and other implements to achieve variations in tone.	Apply tone in a drawing in a simple way.	Begin to use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.	Use different techniques for different purposes i.e. shading, hatching within their own work. Continue to develop their own style using tonal contrast and mixed media.
Drawing – Texture	Begin to investigate textures by describing, naming, rubbing, copying.	Investigate textures by describing, naming, rubbing, copying.	Apply a simple use of pattern and texture in a drawing.	Create textures with a wide range of drawing implements.	Begin to experiment with wet media to make different marks, lines, patterns, textures and shapes.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Digital Media	Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> • lines by changing the size of brushes in response to ideas; • shapes using eraser, shape and fill tools; and • colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools.			Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software. Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. Change the type of brush to an appropriate style. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.		Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas.
Painting	Use a variety of tools and techniques including different brush sizes and types.		Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.		Develop a painting from a drawing.	

	Mix and match colours to artefacts and objects.		Create different effects and textures with paint according to what they need for the task.		Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.	
	Work on different scales.		Work on a range of scales e.g. thin brush on small picture etc.		Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.	
	Experiment with tools and techniques e.g. layering, mixing media, scrapping through.		Mix colours and know which primary colours make secondary colours.		Mix and match colours to create atmosphere and light effects.	
	Name different types of paint and their properties.		Use more specific colour language.		Be able to identify and work with complementary and contrasting colours.	
	Identify primary and secondary colours by name.		Mix and use tints and shades.			
	Mix primary shades and tones.					
	Mix secondary colours.					
	Create textured paint by adding sand, plaster.					
Printing		Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.	Create printing blocks using a relief or impressed method.		Create printing blocks by simplifying an initial journal idea.	
		Make simple marks on rollers and printing palettes.				
		Take simple prints i.e. mono – printing.			Use relief or impressed method.	
		Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.				
		Create simple printing blocks with press print.				
		Build repeating patterns and recognise pattern in the environment.	Create repeating patterns.		Work into prints with a range of media e.g. pens, colour pens and paints.	
		Design more repetitive patterns.				
		Experiment with overprinting motifs and colour.	Print with two colour overlays.		Create prints with three overlays.	
		Make rubbings to collect textures and patterns.				
Textiles		Match and sort fabrics and threads for colour, texture, length, size and shape.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.			Use fabrics to create 3D structures.

		Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.				Use different grades of threads and needles.
		Cut and shape fabric using scissors/snips.	Develop skills in stitching, cutting and joining.			
		Apply shapes with glue or by stitching.	Match the tool to the material.			
		Apply decoration using beads, buttons, feathers etc.	Experiment with paste resist.			Experiment with batik techniques.
		Create cords and plaits for decoration.				Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
		Apply colour with printing, dipping, fabric crayons.				
3D	Begin to manipulate malleable materials in a variety of ways including rolling and kneading.	Manipulate malleable materials in a variety of ways including rolling and kneading.		Plan, design and make models from observation or imagination.	Shape, form, model and construct from observation or imagination.	
	Begin to explore sculpture with a range of malleable media.	Explore sculpture with a range of malleable media.			Plan a sculpture through drawing and other preparatory work.	
	Begin to manipulate malleable materials for a purpose,	Manipulate malleable materials for a purpose, e.g. pot, tile.		Join clay adequately and construct a simple base for extending and modelling other shapes.	Develop skills in using clay including slabs, coils, slips, etc.	
	Begin to understand the safety and basic care of materials and tools.	Understand the safety and basic care of materials and tools.			Use recycled, natural and man-made materials to create sculptures.	
	Begin to experiment with constructing and joining recycled, natural and manmade materials.	Experiment with constructing and joining recycled, natural and manmade materials.			Use papier mache to create a simple 3D object.	
	Begin to use simple 2-D shapes to create a 3-D form.	Use simple 2-D shapes to create a 3-D form.		Use papier mache to create a simple 3D object.	Produce intricate patterns and textures in a malleable media.	
	Begin to change the surface of a malleable material e.g. build a textured tile.	Change the surface of a malleable material e.g. build a textured tile.		Create surface patterns and textures in a malleable material.		
Collage		Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.		Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Use a range of media to create collages.	
		Arrange and glue materials to different backgrounds.			Add collage to a painted, printed or drawn background.	
		Sort and group materials for different purposes e.g. colour texture.			Use different techniques, colours and textures etc. when designing and making pieces of work.	
		Fold, crumple, tear and overlap papers.				
		Work on different scales.				

		Collect, sort, name match colours appropriate for an image.		Use collage as a means of collecting ideas and information and building a visual vocabulary.	Use collage as a means of extending work from initial ideas.	
		Create and arrange shapes appropriately.				
		Create, select and use textured paper for an image.				
Exploring and Developing Ideas (Ongoing)	Record and explore ideas from first hand observations.	Record and explore ideas from first hand observations.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	Ask and answer questions about the starting points for their work.	Ask and answer questions about the starting points for their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Begin to develop their ideas – try things out.	Develop their ideas – try things out, change their minds.				
	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing Work (Ongoing)	Review what they and others have done and say what they think and feel about it.	Review what they and others have done and say what they think and feel about it.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Identify what they might change in their current work or develop in future work.	Identify what they might change in their current work or develop in future work.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.
			Annotate work in journal.			