

ART	Autumn Term	Spring Term	Summer Term
Year 1	<u>Drawing: (AUT 2)</u> - To make different kinds of marks using a range of drawing materials. - To develop sketching techniques such as hatching, cross hatching, contouring. - Experiment with a variety of media, recording explorations in a sketch book - To use knowledge of shape to develop forms of objects, animals and people showing an awareness of proportion. - Investigate textures by describing, naming, rubbing, copying. - Produce an expanding range of patterns and textures.	<u>Painting: (SPRING 2)</u> - Safely use and explore a variety of materials, tools and techniques experimenting with colour and texture - To explore with a variety of media, including different brush sizes, stencils, printing and tools - To experiment with a range of painting textures using fingers, sponge, mixing with sand, washing up liquid, pva glue - To explore colour mixing with, using the primary colours to create the secondary colours - Begin to experiment with mark making with a range of media. Paint on different surfaces with a range of media - To begin to represent an object or person using painting techniques	<u>Sculpture: (SUMMER 1)</u> - To experiment with a variety of malleable media such as salt dough, junk modelling, mud and sand. - To shape and model materials for a purpose based on own ideas and imagination. - Explore malleable materials in a variety of ways including rolling, pinching and kneading. - To use tools and equipment safely and in the correct way - Safely use and explore a variety of materials, tools and techniques, experimenting with texture, form and function. - Draw ideas in sketchbook to refer to through the making process.
	Vocabulary: Line: Thick, thin, soft, broad, Narrow, fine, pattern, Line, shape, detail, smooth, rough, broken, wrinkly, bumpy, shadow, tone, heavy, light	Vocabulary: Brush, size, type, fat, thin, soft, firm, scale colour, mix/mixing, primary colours, tones, primary shades, light, dark, texture, technique, layering, media, mixed media	Vocabulary: Materials, products, manipulate, mould, malleable materials, paper clay, roll, knead, pinch, tools, score, fold, cut, tools, mod-roc, glaze, smooth, safety, properties, paint, create, textural effects
	Prior Learning: EYFS Early learning goals- Expressive Arts and Design/Collaborative Painting	Prior Learning: EYFS Early learning goals- Expressive Arts and Design	Prior Learning: EYFS Early learning goals- Expressive Arts and Design
Year 2	<u>Drawing: (AUT 2)</u> - To make different kinds of marks using a range of drawing materials. - To develop sketching techniques such as hatching, cross hatching, contouring. - To use a sketchbook to plan ideas, practise skills, and build on techniques that have been taught. - To explore tone by drawing light and dark lines, patterns, shapes, and textures using a pencil, and to talk about them using new art words. - To use knowledge of shape to draw objects, animals, and people, showing awareness of body parts and proportion - To show an object, scene, or person using drawing skills such as texture, light and dark, colour, and shading. - To look closely at textures found in the environment and use them in drawings.	<u>Painting: (SPRING 1)</u> - To control the types of marks made to represent pattern and form. - To experiment with different paints and painting materials, exploring their properties. - To continue to experiment and explore creating shades of a colour without the use of black or white. - To mix colour shades and tones, exploring warm and cold shades and complimentary colours - To use a sketchbook to plan and develop ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. - Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. - To be able to represent an object or person using painting techniques, including shades of colour, tones, texture and pattern	<u>Sculpture: (SPRING 2)</u> Sculpture: - To explore malleable materials- such as salt dough, junk modelling, mud and sand. - To use equipment and media with increasing confidence. - To explore manipulating various materials to create shapes and construct an object/sculpture - To shape, form, construct and model from observation and imagination. To use a sketchbook to plan and develop simple ideas and make simple informed choices in media.
	Vocabulary: Line: Thick, thin, soft, broad, Narrow, fine, pattern, Line, shape, detail, smooth, rough, broken, wrinkly, bumpy, shadow, tone, heavy, light, Perspective, background, foreground, horizon line, depth	Vocabulary: Brush, size, type, fat, thin, soft, firm, scale colour, mix/mixing, primary colours, tones, primary shades, light, dark, texture, thinning, thick, technique, layering, media, mixed media	Vocabulary: Materials, products, manipulate, mould, malleable materials, clay, roll, knead, pinch, tools, score, fold, cut, tools, mod-roc, glaze, smooth, safety, properties, paint, create, textural effects
	Prior Learning: Dinosaur cityscapes	Prior Learning: Basquiat Portraits	Prior Learning: Y1 Coral Sculptures
Year 3	<u>Drawing: (AUTUMN 2)</u> - To develop an awareness of composition, texture and proportion. - To develop an awareness of objects having a third dimension and perspective. - To represent a portrait/ landscape or object using a variety of drawing skills, including shape, tone, colour and shading - To use acquired knowledge of shape to develop forms of objects, animals and people developing understanding of body parts and proportion. - To use a sketchbook to plan, experiment and collect observations and resources for project work, recording and revisiting artwork, evaluating their own work for areas of improvement. - To develop intricate patterns/ marks with a variety of media. - To demonstrate experience in different types of pencil and other drawing materials to draw different forms, shapes and textures.	<u>Sculpture: (SPRING 2)</u> - To use equipment and media with growing confidence. - To learn to secure work to continue at a later date - To learn how to join two parts successfully depending on the material. - To construct a simple plinth or base for extending and modelling other shapes. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - To produce more intricate surface patterns, textures and use them when appropriate. - To develop manipulating techniques such as using pinch/ slab/coil and joining techniques. - Use language appropriate to skill and technique.	<u>Painting: (SUMMER 1)</u> - To explore a range of paint, showing an understanding of its suitability for different purposes and to achieve specific outcomes. - Show increasing control of the types of marks made and experiment with different effects including blocking in colour, washes and brush techniques. - To create textural effects using PVA, oil, marbling inks or powder paint. - To use light and dark within painting and begin to explore complimentary colours. - To mix colour, shades and tones with increasing confidence. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - Confidently create different effects and textures with paint based on prior learning
	Vocabulary: Line: Thick, thin, soft, broad, Narrow, fine, pattern, Line, shape, detail, smooth, rough, broken, wrinkly, bumpy, shadow, tone, heavy, light, tonal value, perspective, proportion, expression, emotion, third dimension, depth, background, foreground, horizon line, grade, shape, form	Vocabulary: Brush, size, type, fat, thin, soft, firm, scale colour, mix/mixing, primary colours, secondary colours, tertiary colours, pigment, tones, primary shades, tint, wash, wet wash, dry wash, blend, light, dark, texture, thinning, thick, technique, layering, media, mixed media	Vocabulary: Materials, products, manipulate, mould, malleable materials, clay, roll, knead, pinch, tools, score, fold, cut, coil, surface pattern, bond, join, construct, overlay, tools, mod-roc, glaze, smooth, safety, properties, paint, textural effects, create, review, mastery, improve, develop, adapt
	Prior Learning: Mumbai/London drawing and collage	Prior Learning: Nigerian Modernism	Prior Learning: Y2 Tsunami Sculptures

Year 4	<u>DRAWING: (AUT 2)</u> - Continue to develop an awareness of composition, texture and proportion. - Continue to develop an awareness of objects having a third dimension and perspective - To represent a portrait/ landscape or object using a variety of drawing skills, including shape, tone, colour, blending and shading - To use sketching techniques such as hatching, cross hatching, dashes, contouring, contour shading, circulism, stippling and scribble technique and apply them in a variety of contexts. - To use knowledge of shape to develop forms of objects and animals and people in motion, developing understanding of body parts and proportion. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - To develop intricate patterns/ marks with a variety of media - To demonstrate experience in different types of pencil and other drawing materials to draw different forms, shapes, textures and patterns.	<u>PAINTING: (SPRING 2)</u> - To explore a range of paint, showing an understanding of its suitability for different purposes and to achieve specific outcomes. - Demonstrate control of the types of marks made and experiment with different effects including blocking in colour, washes and brush techniques. - To create textural effects using PVA, oil, marbling inks or powder paint. - To use light and dark within painting and begin to explore complimentary colours. - To mix colour, shades and tones with increasing confidence. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - Confidently create different effects and textures with paint based on prior learning	<u>SCULPTURE: (SUMMER 1)</u> - To use equipment and media with confidence - To know how to secure work to continue at a later date - To know how to join two parts successfully - To construct a simple base for extending and modelling other shapes - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - To produce more intricate surface patterns, textures and use them when appropriate. - To develop manipulating techniques such as using pinch/ slab/coil and joining techniques. - Use language appropriate to skill and technique
	Vocabulary: Line: Thick, thin, soft, broad, Narrow, fine, pattern, Line, shape, detail, smooth, rough, broken, wrinkly, bumpy, shadow, tone, heavy, light, tonal value, perspective, proportion, expression, emotion, vanishing point, third dimension, depth, background, foreground, horizon line, grade, shape, for	Vocabulary: Brush, size, type, fat, thin, soft, firm, scale colour, mix/mixing, primary colours, secondary colours, tertiary colours, pigment, tones, primary shades, tint, wash, wet wash, dry wash, blend, light, dark, texture, thinning, thick, technique, layering, media, mixed media	Vocabulary: Materials, products, manipulate, mould, malleable materials, clay, roll, knead, pinch, tools, score, fold, cut, coil, surface pattern, bond, join, construct, overlay, tools, mod-roc, glaze, smooth, safety, properties, paint, textural effects, create, review, mastery, improve, develop, adapt
	Prior Learning: Retrofuturism: Architecture	Prior Learning: Abstract Cave Painting	Prior Learning: Moving Liquid Sculpture
Year 5	<u>Drawing: (AUTUMN 1)</u> - To represent an object using various sketching techniques and styles of drawing. - Demonstrate an awareness of composition, scale and proportion in their drawings - To use knowledge of shape to develop forms of objects and animals and people in motion, developing understanding of body parts and proportion. - Develop their use of sketching techniques including hatching, cross-hatching, dots, dashes, scribble, circulism, contouring, continuous, rhythmic, ragged and zig-zags within their own work, adapting through their own ideas. - To develop further perspective from 1 and 2 points and to refine using a single focal point and horizon from different positions. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - To develop intricate patterns/ marks with a variety of media - To confidently demonstrate knowledge of different types of pencil and other drawing materials to draw different forms, textures and shapes.	<u>Sculpture: (SUMMER 1)</u> - To use equipment and media with confidence - To learn to secure work to continue at a later date - To learn how to join two parts successfully - To construct a simple base for extending and modelling other shapes - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - To produce more intricate surface patterns, textures and use them when appropriate. - To develop manipulating techniques such as using pinch/ slab/coil and joining techniques. - Use language appropriate to skill and technique	<u>Painting: (SUMMER 2)</u> - To select a range of paint, showing an understanding of its suitability for different purposes and to achieve specific outcomes. - Demonstrate increasing control the types of marks made and experiment with different effects including blocking in colour, washes and brush and paint techniques. - To confidently control the types of marks made and experiment with different effects and textures - Mix colours, shades and tones with confidence building on previous knowledge and adapt to their own work. - To use light and dark within painting and explore complimentary colours. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - Confidently create different effects and textures with paint based on prior learning and articulate why they have been chosen.
	Vocabulary: Line: Thick, thin, soft, broad, Narrow, fine, pattern, Line, shape, detail, smooth, rough, broken, wrinkly, bumpy, shadow, tone, heavy, light, tonal value, perspective, composition, proportion, expression, emotion, vanishing point, focal point, vanishing point, third dimension, depth, background, foreground, horizon line, grade, shape, form	Vocabulary: Materials, products, manipulate, mould, malleable materials, clay, roll, knead, pinch, tools, score, fold, cut, coil, surface pattern, bond, join, construct, overlay, tools, mod-roc, glaze, smooth, safety, properties, paint, textural effects, create, review, mastery, improve, develop, adapt	Vocabulary: Brush, size, type, fat, thin, soft, firm, scale colour, mix/mixing, primary colours, secondary colours, tertiary colours, pigment, tones, primary shades, tint, wash, wet wash, dry wash, blend, light, dark, texture, thinning, thick, technique, layering, media, mixed media
	Prior Learning: Folklore-Trinidad	Prior Learning: Relief Tiles	Prior Learning: Sound Wave Paintings
e	<u>Painting: (SPRING 1)</u> - To select a range of paint, showing an understanding of its suitability for different purposes and to achieve specific outcomes. - Demonstrate increasing control the types of marks made and experiment with different effects including blocking in colour, washes and brush and paint techniques. - To confidently control the types of marks made and experiment with different effects and textures - Mix colours, shades and tones with confidence building on previous knowledge and adapt to their own work. - To use light and dark within painting and explore complimentary colours. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - Confidently create different effects and textures with paint based on prior learning and articulate why they have been chosen.	<u>Drawing: (SUMMER 1)</u> - To represent an object using various sketching techniques and styles of drawing. - Demonstrate an awareness of composition, scale and proportion in their drawings - To use knowledge of shape to develop forms of objects and animals and people in motion, developing understanding of body parts and proportion. - Develop their use of sketching techniques including hatching, cross-hatching, dots, dashes, scribble, circulism, contouring, continuous, rhythmic, ragged and zig-zags within their own work, adapting through their own ideas. - To develop further perspective from 1 and 2 points and to refine using a single focal point and horizon from different positions. - To use a sketchbook to plan, experiment and collecting source materials for project work, recording notes and revisiting artwork produced and evaluate their own work for areas of improvement. - To develop intricate patterns/ marks with a variety of media - To confidently demonstrate knowledge of different types of pencil and other drawing materials to draw different forms, textures and shapes.	<u>(SUMMER 2)</u> Year 6 Production: Prop making and Painting
	Vocabulary: Brush, size, type, fat, thin, soft, firm, scale colour, mix/mixing, primary colours, secondary colours, tertiary colours, pigment, tones, primary shades, tint, wash, wet wash, dry wash, blend, light, dark, texture, thinning, thick, technique, layering, media, mixed media Prior Learning: Galaxies and Nebulas	Vocabulary: Line: Thick, thin, soft, broad, Narrow, fine, pattern, Line, shape, detail, smooth, rough, broken, wrinkly, bumpy, shadow, tone, heavy, light, tonal value, perspective, composition, proportion, expression, emotion, vanishing point, focal point, vanishing point, third dimension, depth, background, foreground, horizon line, grade, shape, form Prior Learning: Battle of Lewisham	Vocabulary: Materials, products, manipulate, mould, malleable materials, clay, roll, knead, pinch, tools, score, fold, cut, coil, surface pattern, bond, join, construct, overlay, tools, mod-roc, glaze, smooth, safety, properties, paint, textural effects, create, review, mastery, improve, develop, adapt

