

Year group	Topic		Coverage (knowledge and skills)	Sequencing and progression	Drawing	Painting	Printing	Textiles	3D	Collage	IT	Knowledge
EYFS	Title: Getting to know me. (All about me) Enquiry Question: Who am I and where do I come from? Wows:	Looking closely at our features and drawing and painting what we can see. Learn traditional rhymes and songs and move to music. Using percussions instruments to perform. <b>Talk about Autumn</b>	<p>Experiment with a range of drawing tools and name them            Draw from observation, memory and imagination            Draw on a large and small scale and use different shapes and colours of paper            Draw all kinds of objects            Draw upright and flat            Draw in sand, chalk on the playground etc Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons</p> <p>Explore different types of paint – ready mixed, powder, finger, water colour etc.            Paint flat and upright paint on a small and large scale using appropriate tools paint on different sizes, shapes and colours of paper            name and recognise colours            mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)            use a paint programme on the computer            paint objects, places from observation, memory and imagination</p>									
	Title: Keep me Posted (people who help) Enquiry Question: Who will help me? Wows: Christmas Stay and Play Santa Visit Buddy the Elf	Learning how sounds can be changed: loud/quiet/high and low. Repeated rhythms and patterns: using percussion and tap sticks. Explores the different sounds of instruments. Children to make a map of the journey the postman will take. <b>Talk about Winter.</b>	<p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks            Print sequential patterns            Use stencils to create patterns            Print on paper and fabric</p> <p>Sort threads and fabric and talk about colour and texture            Identify and talk about textiles in the environment            Thread and weave into orange netting, garden netting, fencing</p> <p>Experience malleable materials including clay and play dough            Use hands to mould into shape            Experience using tools alongside malleable materials            Experience using a variety of construction kits            Stack 3d shapes to create temporary models.            Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy</p> <p>Hold and use scissors correctly to cut paper and other materials into simple shapes and strips.</p> <p>Use Simple programs to move images and create their own scenes and pictures            Use a digital camera</p>									

	<p>Title: Once Upon a Time (Tell me a story) Enquiry Question: I wonder? Wows: Visits from family members as secret story tellers Library Visit</p>	<p>Puppets and drama. Children using their imagination and knowledge to plan and develop role play. Using various construction materials. Using tools for a purpose. Seasonal changes: moving into Spring.</p>	<p>Development of pencil control and grip. Drawing from imagination. Begin to draw a person with basic features in the right place. Draw and name different style of line – straight, curved, wavy, zig-zag and different thickness.</p> <p>Development of effective grip and use of brush Paint using ready mixed paints. practise mixing powder paint – primary colours then secondary colours. Begin to paint within lines, to add colour rather than just outlines.</p> <p>Use stamper prints to create pattern (potatoes, sponges) Use part of the body to print and make marks on paper.</p> <p>To thread objects onto strings and wool</p> <p>Use tools alongside malleable materials to create a desired effect – rolling pin to roll materials flat Use construction kits to make models and artefacts. Use junk to create models</p>
	<p>Title: Spring has Sprung (growth and change) Enquiry Question: What can grow? Wows: Mother's Day afternoon tea</p>	<p>Make collages using seeds and beans and print pictures using fruit and Veg. Look at the work of Van Gough particularly sunflowers.</p> <p>Introduce a storyline or narrative into their play. Talk about Spring</p>	<p>To stick two collage objects using glue.</p> <p>Create and edit their IT picture.</p> <p>Appreciating the work of a famous artist. Creating work in a particular style</p>
	<p>Title: All Creatures Great and Small (Animals and new life) Enquiry Question: How can we care for living creatures?</p>	<p>Constructs with purpose using a variety of resources: make bird feeders,</p>	<p>Continue to develop pencil control and grip. Drawings that are developing in maturity and representation. Draw a person with basic features in the right place. Observational drawing using basic outline of simple shapes and lines for objects.</p> <p>Development of effective grip and use of brush</p>

	<p>Wows: Hatching butterflies/ladybirds Visit to Foxglove Covert Nature Reserve</p>	<p>minibeasts and bug hotels. Plays alongside other children who are engaged in the same theme: can children build a den that they can use for their own habitat. Seasonal changes: moving into Summer.</p>	<p>Paint using ready mixed paints. practise mixing powder paint – primary colours then secondary colours. Begin to paint within lines, to add colour rather than just outlines.</p> <p>Use stamper prints to create pattern (potatoes, sponges) Use part of the body to print and make marks on paper.</p> <p>To experiment with weaving techniques with paper, wool and fabrics To thread objects onto strings and wool</p> <p>Develop use of tools alongside malleable materials, cutting and moulding clay and dough into a desired shape. Use a variety of methods to fix together materials e.g. tape, glue, split pins. Refine and improve the models they make out of construction kits and junk modelling</p> <p>Use of different media and materials to represent objects and scenes visually e.g. wool for hair, cotton wool for clouds.</p>
	<p>Title: Oh, I do like to be Beside the Seaside! Enquiry Question: What will we see – at the beach and in the sea? Wows: Visit to the seaside or from marine experts. End of year celebration.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. Plays co-operatively as part of a group to act out a narrative. Talk about Summer</p>	<p>Use IT to take digital images</p>



		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			
1	<b>Horrible Histories</b>	To use a range of materials creatively to design and make products.			



		<p>between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Create different tones using light and dark and show patterns and texture in their drawings.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Join fabric using glue. Sew fabrics together. (Christmas)</p>		
2	Street Detectives	<p>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.</p>	<p>mix tints, shades (adding black and white) and secondary colours</p> <p>make paintings and draw on top to add detail (mixed media)</p> <p>Create a print using pressing,</p>		

rolling, rubbing  
and stamping.

Create a print  
inspired by a  
designer.

Link colours to  
natural and  
man-made  
objects.

Say how an  
artist/craft  
maker/designer  
has used  
colour, pattern  
and shape.

Create a piece  
of work in  
response to  
another artist's  
work.

**(Local artists –  
Lucy Pittaway)**



Year group	Topic	National Curriculum objectives	Coverage (knowledge and skills)	Sequencing and progression	Drawing	Painting	Printing	Sketch Books	3D/ Textiles	Collage	IT	Knowledge
3	Vicious Vikings	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	<p>Use their sketches to produce a final piece of work.</p> <p>Predict with accuracy the colours that they mix.</p> <p>Make a printing block.</p> <p>Suggest improvements to their work by keeping notes in their sketchbooks.</p>	<p>Refer to and revisit mixing paint to create secondary colours Y2 topic 'Street Detectives'</p> <p>Recap work from Street Detectives created their own prints</p>	<p>Use their sketches to produce a final piece of work.</p> <p>Write an explanation of their sketch in notes.</p> <p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Show facial expression in their drawing</p> <p>Use shading to create tone</p> <p>Use different pressures to create hard and soft lines</p> <p>Predict with accuracy the colours that they mix.</p> <p>Use a range of brushes to create different effects.</p> <p>Select an appropriate brush type, size and style depending on the task</p> <p>Know where the colours are on the colour wheel (primary and secondary)</p> <p>Explore links between colours and feelings</p> <p>Use artists' work as a starting point and create work in the style of different artists</p> <p>Make a printing block.</p> <p>Make a two-colour print.</p> <p>Make a two-colour print.</p> <p>Make notes in their sketchbooks about techniques used by artists</p> <p>Suggest improvements to their work by keeping notes in their sketchbooks.</p> <p>Create pop-ups.</p> <p>Use more than one type of stitch.</p> <p>Decorate fabric with tie dye</p> <p>Make a class wall hanging by putting individual pieces together</p> <p>Add onto their work to create texture</p> <p>Cut very accurately.</p> <p>Begin to overlap materials to experiment with different final looks</p> <p>Use mosaic and montage.</p> <p>Begin to experiment with different colour</p> <p>Combine the printed images taken with a digital camera with other media to produce artwork.</p> <p>To use the web to research an artist or style of art.</p> <p>Use a digital camera and video camera. Edit and manipulate photos using a simple programme. Print results and use to create collage and other art work.</p>							

					Explore work from different cultures and time periods
					Compare the work of different artists of the same style.
3	We Will Rock You	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay	<p>Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)</p> <p>Use a range of brushes to create different effects.</p> <p>Select an appropriate brush type, size and style depending on the task</p> <p>Make notes in their sketchbooks about techniques used by artists</p> <p>Use more than one type of stitch.</p> <p>Combine the printed images taken with a digital camera with other media to produce artwork.</p>	<p>Revisit use of different grades of pencil in Y2 topic 'Time Machine'</p> <p>Recall Y1 when children experienced selecting thick and thin brushes as appropriate</p> <p>Y2 topic 'Street Detective' – Children have had opportunity to discuss how artists have used, colour, pattern and shape.</p> <p>Refer to the use of IT programs in Y2. Children will have previously experienced creating pictures independently</p>	

			<p>To use the web to research an artist or style of art.</p> <p>Understand where each of the primary and secondary colours sits on the colour wheel.</p> <p>Compare the work of different artists of the same style.</p>	<p>as well as editing their own work.</p> <p>Y1 children will have been introduced to the primary and secondary colours and their names. Y2 topic 'Street Detectives' Children have mixed paint to create the secondary colours.</p> <p>In Y2 children have been introduced to work by other artists and have created their own work in response to this.</p>	
3	<b>Poles Apart</b>	To create sketch books to record their observations and use them to review and revisit ideas	<p>Write an explanation of their sketch in notes.</p> <p>Predict with accuracy the colours that they mix.</p>	<p>Refer to and revisit mixing paint to create secondary colours Y2 topic 'Street Detectives'</p>	

Make a two-colour print.

Create pop-ups.

Cut very accurately.  
Begin to overlap materials to experiment with different final looks

Use Mosaic.

Compare the work of different artists.

Y1 children have had opportunity to cut and tear paper for collage work.

Y2 topic 'Land Ahoy' children have selected specific materials to create collages.

In Y2 children have been introduced to work by other artists and have created their own work in response to this.



		architects and designers in history.	<p>present their findings in a slideshow and add their own work to their slides.</p> <p>Experiment with different styles which artists have used.</p> <p>Explore work from different periods of time.</p>	<p>Term children have used the internet to research an artist or style of art work. Develop use of IT through adding own work to presentations</p> <p>Children have experience of comparing the work of two artists. Build on this knowledge through experimentation of different styles used by artists.</p>	
4	<b>Tomb Raiders</b>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for	<p>Print using at least four colours.</p> <p>Create an accurate print design.</p>	<p>Children have experienced printing with two colours Y3 Summer Term, develop further by introducing a further two colours.</p>	

		<p>example, pencil, charcoal, paint, clay].</p>	<p>Print onto different materials.</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Begin to sculpt clay and other mouldable materials.</p> <p>Use early textile and sewing skills as part of a project.</p> <p>Experiment with different styles which artists have used.</p>	<p>In Y3 children have previously experienced making prints on paper develop further by printing on to a variety of materials.</p> <p>Recap on clay pots made in Y2 'Land Ahoy', consolidate and further develop the skills and techniques taught.</p> <p>Develop sewing work covered in Y3 Summer Term where children experienced using more than one type of stitch.</p> <p>Children have experience of comparing the work of two artists. Build on this knowledge</p>	
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Explore work  
from different  
periods of time.

through  
experimentation  
of different  
styles used by  
artists.





			<p>to how they might develop their work further. Use their sketchbook to compare and discuss ideas with others.</p> <p>Use textile and sewing skills as part of a project.</p> <p>Experiment with different styles which artists have used.</p> <p>Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.</p>	<p>feelings about various subjects. Begin to develop use of sketch books through note keeping about improvements to their own work.</p> <p>Build on sewing and textiles skills taught in Y4 to create a project.</p> <p>Y4 Summer and Spring term children have previously studied Egyptian art work when exploring art work from different periods.</p>	
5	<b>Ancient Greeks</b>	About great artists, architects and designers in history.	<p>Keep notes in their sketchbook as to how they might develop their work further.</p>	<p>In Y4 sketch books have been used to express feelings about various subjects. Begin to develop use of sketch books through note keeping</p>	

Use their sketchbook to compare and discuss ideas with others.

Sculpt clay and other mouldable materials.

Combine visual and tactile qualities to express mood and emotion.

about improvements to their own work.

Consolidation of clay work Y4  
Summer Term

Consolidation of Collage work Y3  
Summer Term  
introduce expression of mood and emotion.

5	<b>Final Frontier</b>	To create sketch books to record their observations and use them to review and revisit ideas.	<p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Create a range of moods in their paintings.</p> <p>Keep notes in their</p>	<p>Consolidation of skills covered in Y4 Autumn Term.</p> <p>Children have prior experience of creating mood and feeling through use of colour and paint introduce how shade can be used to create a similar effect.</p> <p>Consolidation of skills taught in Y4 Autumn Term</p> <p>In Y4 sketch books have been</p>	

			<p>sketchbook as to how they might develop their work further.</p> <p>Use their sketchbook to compare and discuss ideas with others.</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Create a piece of artwork which includes the integration of digital images they have taken.</p> <p>Combine graphics and text based on their research</p>	<p>used to express feelings about various subjects. Begin to develop use of sketch books through note keeping about improvements to their own work.</p> <p>Consolidation of skills previously covered in Y4 Summer Term.</p> <p>In Y3 children have experienced taking digital images and combined these with other media to produce artwork.</p> <p>Y4 Spring Term children have carried out research on an artist/architect and presented their findings in a slideshow.</p>	
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6	Behind Enemy Lines	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	<p>Create sketches which communicate emotions and a sense of self with accuracy and imagination.</p> <p>Use a wide range of techniques in their work.</p> <p>Compare their methods to those of others and keep notes in their sketch books.</p> <p>Use software packages to create pieces of digital art.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p>	<p>Build on drawing skills taught in Y5 Autumn and Spring term.</p> <p>Consolidate and develop painting skills previously covered in order to produce their own artwork.</p> <p>Consolidate use of sketch books to discuss their ideas introduce using sketch books to compare their methods to those of others.</p> <p>Y5 Spring Term build on use of technology to create artwork.</p> <p>Consolidate and build upon research and presentation work carried out in Y3 &amp; Y4 Spring Term.</p>	<p>Create sketches which communicate emotions and a sense of self with accuracy and imagination.</p> <p>Explain why they have combined tools to create their drawing.</p> <p>Explain why they have chosen specific drawing techniques</p> <p>Pastel and charcoal</p> <p>Explain what their own style is.</p> <p>Use a wide range of techniques in their work.</p> <p>Explain why they have chosen specific painting techniques</p> <p>Create mixed media work</p> <p>Overprint using different colours.</p> <p>Think carefully about the methods they use and make decisions about the effectiveness of these.</p> <p>Print for a specific purpose such as Christmas cards, wrapping paper etc.</p> <p>Create sketchbooks which contain detailed notes, and quotes explaining items.</p> <p>Compare their methods to those of others and keep notes in their sketchbooks.</p> <p>Create models on a range of scales.</p> <p>Create work which is open to interpretation by the audience.</p> <p>Develop range of stitches</p> <p>Justify the materials they have chosen.</p> <p>Combine pattern, tone and shape.</p> <p>Use software packages to create pieces of digital art.</p> <p>Create a piece of art which can be used as part of a wider presentation.</p> <p>Use the internet to research artists and their work</p> <p>Type up descriptions or evaluations of art work for display by the finished work</p> <p>Make a record about the styles and qualities in their work</p> <p>Say who and what their work has been influenced by</p> <p>Can use features of researched artists in their own work</p> <p>Explore the impact of the artists work on society at the time.</p>							

			Explain who their work is influenced by.	Children in Y5 have studied the art work of others, build on this knowledge and consider how it may have influenced their own work.	
6	<b>Drink of the Gods</b>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay	<p>Explain why they have combined tools to create their drawing.</p> <p>Overprint using different colours.</p> <p>Think carefully about the methods they use and make decisions about the effectiveness of these.</p> <p>Create sketchbooks which contain detailed notes, and quotes explaining items.</p>	<p>Build on Drawing work across KS2 where different tools have been used to create tone, texture, line, shape and colour.</p> <p>Recap Y5 Autumn Term children have printed using a variety of colours and created prints to meet a given criterion.</p> <p>Build on previous sketch book work children have previously kept notes about developing their own work and to</p>	

			<p>Justify the materials they have chosen.</p> <p>Combine pattern, tone and shape.</p>	<p>compare and discuss ideas with others.</p> <p>Children have experienced combining pattern, tone and shape (Y4) and expression of mood and emotion. In their own collage work children should build upon this knowledge and consider choices they make and be able to justify these.</p>	
6	<b>Riotous Romans</b>	About great artists, architects and designers in history.	<p>Explain what their own style is.</p> <p>Create models on a range of scales.</p> <p>Create work which is open</p>	<p>In painting children have experienced creating different colours, effects and using different tools and techniques. Children should use this knowledge to talk about their own style.</p> <p>Y5 Spring Term children have experimented with combining materials and processes to</p>	



			to interpretation by the audience.	design and make 3D form. Build on this allowing children to make informed choices about the materials and techniques they use to create their models.	
<b>6</b>	<b>Catterick</b>				
<b>5/6</b>	<b>Low Mill Residential</b>				