Year group	Торіс		Coverage (knowledge and skills)	Sequencing and progression	Drawing	Painting	Printing	Textiles	3D	Collage	IT	Knowledge
EYFS	Title: Getting to know	Looking closely		a range of drawing t								
	me.	at our features		vation, memory and	-							
	(All about me)	and drawing and	-	nd small scale and u	use different	shapes and	colours of p	aper				
	Enquiry Question:	painting what	Draw all kinds of									
	Who am I and where	we can see.	Draw upright and									
	do I come from?	Learn traditional		lk on the playgroun	d etc Use pe	ncil, felt tipp	ed pens, ha	ndwriting pe	ens, chalk	pastel, oil pa	stel, wax	ccrayons,
	Wows:	rhymes and	pencil crayons									
		songs and move										
		to music.		types of paint – rea								
		Using		ight paint on a smal	I and large s	cale using ap	propriate to	ols paint on	different	sizes, shapes	and col	ours of paper
		percussions	name and recogn									
		instruments to		urs (red, yellow, blu		econdary col	ours (orange	e, purple, gro	een)			
		perform. <mark>Talk</mark>	· · · · ·	amme on the comp								
		<mark>about Autumn</mark>	paint objects, pla	ces from observatio	n, memory a	ind imaginat	ion					
	Title: Keep me Posted	Learning how										
	(people who help)	sounds can be		vith found objects –								
	Enquiry Question:	changed:	Print sequential p									
	Who will help me?	loud/quiet/high	Use stencils to cre									
	Wows: Christmas Stay	and low.	Print on paper an									
	and Play	Repeated										
	Santa Visit	rhythms and		fabric and talk abou								
	Buddy the Elf	patterns: using		about textiles in the								
		percussion and	Thread and weav	e into orange nettin	ig, garden ne	tting, fencin	g					
		tap sticks.										
		Explores the		able materials inclu	ding clay and	play dough						
		different sounds	Use hands to more									
		of instruments.		tools alongside mal		ials						
		Children to		a variety of constru								
		make a map of		o create temporary								
		the journey the	Use natural object	ts to make patterns	on the grou	nd and look	at the work	of Andy Gol	dsworthy			
		postman will										
		take. <mark>Talk about</mark>	Hold and use scis	sors correctly to cut	paper and c	ther materia	als into simp	le shapes an	d strips.			
		Winter.	Use Simple progra Use a digital came	ams to move image era	s and create	their own sc	enes and pi	ctures				

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

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

Year	Торіс	National Curriculum	Coverage (knowledge	Sequencing and progression	Drawing	Painting	Printing	Textiles	3D	Collage	IT	Knowledge
group		objectives	and skills)	progression								
1	Down Under	To use drawing,			Communi	cate somet	hing about	themselves	in their	drawing.		
_		painting and				ods in their	-					
		sculpture to							erent sha	pes and th	ickness. u	using 2 different
		develop and				<b>—</b> •		in, broken, :			, i	Ű
		share their				· · ·	-	themselves		painting.		
		ideas,			Create mo	ods in their	r paintings	and develo	p a vocał	oulary to di	scuss col	our – light/dark,
		experiences and				happy/sad e						
		imagination.			Choose to	use thick a	<mark>nd thin brւ</mark>	ushes as app	propriate			
		To develop a				cture of som		-				
		wide range of			Mix own o	olours such	n as pink, g	rey and bro	wn, skin	tones and	name the	primary and
		art and design			secondary							
		techniques in				sponges, ve		or fruit.				
		using colour,				epeating pa						
		pattern, texture,						ur and textu	ure.			
		line, shape, form				th fabric an						
		and space.				paints and	-					
						re by using						
							alls of pape	er, tubes of	paper an	d masking	tape. Cov	ver with tissue
					paper and	<u> </u>						
					-			as clay, dou	igh or pla	sticine.		
						ar paper fo						
								ney will nee				
					-			o create a p				
								s in a painti			-	
						ists and des		s between d	arawings	, paintings	and sculp	otures by well-
							-	liko in tho y	work of a	n artict/cr	ft makor	/ designer. Ask
						uestions ab			NOLK OL 9	n artist/cra	ant maker	/ designer. Ask
1	Go Wild	To use drawing,										
		painting and										
		sculpture to										
		develop and										
		share their										
		ideas,										
		experiences and										
		imagination.										

	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		
	To use a range of materials creatively to design and make products.		

Year	Торіс	National	Coverage	Sequencing and	Drawing	Painting	Printing	Textiles	3D	Collage	IT	Knowledge
group		Curriculum	(knowledge	progression								
		objectives	and skills)									
2	Land Ahoy	To learn about	Make a clay pot		Use three	different g	rades of pe	ncil in their o	drawing	(4B, 8B, Hb)		
		the work of a	and begin to		Use charce	oal, pencil a	and pastels.					
		range of artists,	join finger pots		Create dif	ferent tone	s using ligh	t and dark a	nd show	patterns an	d textur	e in their
		craft makers and	together		drawings.							
		designers,	Create		Use a view	vfinder to fo	ocus on a sp	pecific part o	of an arte	efact before	drawing	; it.
		describing the	individual and		make pair	ntings and d	lraw on top	to add deta	il (mixed	l media)		
		differences and	group collages		mix tints,	shades (add	ding black a	nd white) ar	nd secon	dary colours		
		similarities	and repeated		Create a p	rint using p	ressing, rol	ling, rubbing	g and sta	mping.		
		between different	patterns.		Create a p	orint inspire	d by a desig	gner.				
		practices and	Use different		•	using glue.		•				
		disciplines, and	kinds of			cs together.						
		making links to	material in their					such as beet	troot, tea	a, onion skin	s, berrie	<mark>es</mark>
		their own work.	collages,					n finger pots				
			explaining their		Talk about	t sculpture,	what it is n	nade of, wha	at it is fo	<mark>r etc</mark>		
		To develop a	choices.		Make bow	vls and stru	ctures from	plastic bow	ls decora	ated with tis	sue pap	er and glue
		wide range of	Create a picture					w to make t <mark>l</mark>	nem stro	ng by stuffir	ng boxes	with newspaper,
		art and design	independently.			s inside out						
		techniques in			Create ind	lividual and	group colla	ages and rep	eated pa	atterns.		
		using colour,			Use differ	ent kinds of	f material ir	n their collag	ges, expla	aining their o	hoices.	
		pattern, texture, line, shape, form	Use simple IT mark-making		Create the	eir own pict	ure and edi	t their own	work usi	ng ICT		
		and space.	tools (brush		Take phot	os displayir	ng different	<mark>moods</mark>				
			and pen tools).		Use the in	ternet to re	esearch arti	sts and artis	ts work			
			Edit their work.		Know abo	ut animatic	on by using	flick books a	nd a zoe	trope. Make	e own st	rips and books
			Edit their own					using 2anim				
			work.		Link colou	rs to natura	al and man-	made objec	ts.			
					Say how a	n artist/cra	ft maker/de	esigner has u	used colo	our, pattern	and sha	pe.
					Create a p	piece of wor	k in respon	se to anothe	er artist's	s work.		
2	Time Machine	About the work	Use three									
		of a range of	different grades									
		artists, craft	of pencil in									
		makers and	their drawing									
		designers,	(4B, 8B, Hb).									
		describing the	Use charcoal,									
		differences and	pencil and									
		similarities	pastels.									

	I	1.	Г	T	
		between			
		different	Create different		
		practices and	tones using		
		disciplines, and	light and dark		
		making links to	and show		
		their own work.	patterns and		
		To develop a	texture in their		
		wide range of	drawings.		
		art and design			
		techniques in	Use a		
		using colour,	viewfinder to		
		pattern, texture,	focus on a		
		line, shape, form	specific part of		
		and space.	an artefact		
			before drawing		
			it.		
			Join fabric using		
			glue. Sew		
			fabrics		
			together.		
			(Christmas)		
2	Street Detectives	About the work	mix tints,		
		of a range of	shades (adding		
		artists, craft	black and		
		makers and	white) and		
		designers,	secondary		
		describing the	colours		
		differences and			
		similarities	make paintings		
		between	and draw on		
		different	top to add		
		practices and	detail (mixed		
		disciplines, and	media)		
		making links to			
		their own work.	Create a print		
			using pressing,		

 	-
rolling, rubbing	
and stamping.	
Create a print	
inspired by a	
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	Торіс	National Curriculum objectives	Coverage (knowledge and skills)	Sequencing and progression	Drawing	Painting	Printing	Sketch Books	3D/ Textile s	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].	Use their sketches to produce a final piece of work. Predict with accuracy the colours that they mix. Make a printing block. Suggest improvements to their work by keeping notes in their sketchbooks.	Refer to and revisit mixing paint to create secondary colours Y2 topic 'Street Detectives' Recap work from Street Detectives created their own prints	Write an e Understar dot dash, Show facia Use shadii Use differ Predict wi Use a rang Select an a Know whe Explore lin Use artists Make a tw Make a tw Create po Use more Decorate T Make a cla Add onto Use mosa Begin to o Use mosa Begin to e Combine t artwork.	circle, spira al expression ng to create ent pressur th accuracy ge of brushe appropriate ere the colo iks between s' work as a inting block vo-colour pr vo-colour pr p-ups. than one ty fabric with the ass wall han their work to ccurately. verlap mate ic and mont xperiment v the printed e web to res ital camera	of their ske ent grades in in their dr tone es to create the colours is to create brush type urs are on t colours an starting pol	tch in notes of pencil ar awing hard and s that and s that they r different ef , size and st he colour w d feelings nt and crea about tech ork by keep ting individu (ture eriment wi int colour en with a dia tist or style o camera.	s. ad use thei oft lines mix. iffects. cyle depen wheel (prim theel (prim t	iding on the hary and sec on the style of the style of a the style of a the style of a the style of a the style of a the style of a the style of a the style of a the style of a the style	task condary) f differen tchbook	nt artists  s.  s.  to produce  using a simple

					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	Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) Use a range of brushes to create different effects. Select an appropriate brush type, size and style depending on the task Make notes in their sketchbooks about techniques used by artists	Revisit use of different grades of pencil in Y2 topic 'Time Machine' Recall Y1 when children experienced selecting thick and thin brushes as appropriate Y2 topic 'Street Detective' – Children have had opportunity to discuss how artists have used, colour, pattern and	
			Use more than one type of stitch.	shape.	
			Combine the printed images taken with a digital camera with other media to produce artwork.	Refer to the use of IT programs in Y2. Children will have previously experienced creating pictures independently	

·,					
			To use the web	as well as editing	
			to research an	their own work.	
			artist or style of		
			art.		
			Understand		
			where each of	Y1 children will	
			the primary and	have been	
			secondary	introduced to	
			colours sits on	the primary and	
			the colour	secondary	
			wheel.	colours and their	
			wheel.		
				names.	
				Y2 topic 'Street	
				Detectives'	
				Children have	
				mixed paint to	
				create the	
				secondary	
				colours.	
			Compare the		
			work of	In Y2 children	
			different artists	have been	
			of the same	introduced to	
			style.	work by other	
			ocyre.	artists and have	
				created their	
				own work in	
	Deles Ausut	To support a shart 1		response to this.	
3	Poles Apart	To create sketch	Write an		
		books to record	explanation of		
		their	their sketch in		
		observations	notes.		
		and use them to			
		review and	Predict with	Refer to and	
		revisit ideas	accuracy the	revisit mixing	
			colours that	paint to create	
			they mix.	secondary	
				colours Y2 topic	
				'Street	
				Detectives'	

	Make a two- colour print. Create pop-up: Cut very accurately. Begin to overlap materials to experiment with different final looks Use Mosaic.	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.
	Compare the work of different artist	In Y2 children have been introduced to work by other artists and have created their own work in response to this.

Year group	Торіс	National Curriculum objectives	Coverage (knowledge and skills)	Sequencing and progression	Drawing	Painting	Printing	Sketch Books	3D/ Textiles	Collage IT	Knowledge
4	Children At War	To create sketch books to record their observations and use them to review and revisit ideas.	Draw demonstrating an understanding of line, tone, scale, texture and depth Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feeling. Use their sketchbooks to express their feelings about various subjects and outline likes and dislikes	Refer to Y3 spring term children have used different grades of pencils to create tone and texture. Refer to Y3 Autumn and Summer terms. Children have experienced predicting the colours they mixed. Build on this discussing how colour can create mood and feeling. Y3 Autumn Term children have suggested improvements to their own work within sketch books, develop further by expressing feelings in relation to the artwork of others.	Draw dem Show reflet Create all ti Successfullt work in m Look at an use perspe Print using Create an a Print onto o Use their sl dislikes. Experiment Begin to scr Use early te Combine vi Research a work to the Use a pain poems etc the cut an Experiment	ections he colours the y use shading onochrome in ad make pain ective at least four con ective at least four con courate print different mate ketchbooks to ulpt clay and con ulpt clay and con sual and tacti rtists and arch eir slides.	ey need. to create mo (shades of o tings with b colours design. erials. express thei nbine materia other moulda ring skills as p le qualities nitects, prese e to create s and drop to s. Experimer it styles which	nding of line adding of line adding of line ackground,	foreground foreground out various s esses to desi s. ect. ngs in a slide ects. Add te e wrapping ing and tur	e, texture and d and middleg subjects and ou gn and make 3 eshow and add xt to create ill g paper or wal ning motifs	round and tline likes and D form. their own
4	Mad and Marvellous	Learn about great artists,	Research artists and architects,	Following on from Y3 Spring							

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

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

Explore work from different periods of time. through experimentation of different styles used by artists.	

Year group	Торіс	National Curriculum objectives	Coverage (knowledge and skills)	Sequencing and progression	Drawing	Painting	Printing	Sketch Books	3D/ Textiles	Collage	IT	Knowledge
5	Eco-Army		•	Y4 Autumn Term - recap of skills previously covered, introduce organisation of line, tone, shape and colour to show movement. Build on work covered in Y4 Autumn Term where children produced paintings that depicted feeling and mood. Y4 Summer Term children have printed on different materials and created print designs consolidate this learning and build by introducing a given criterion for creating a print design. In Y4 sketch	Successful Organise Ii Use new n Use hard a rubber Draw with Create a ra Express th Create diff Print using Create an Print onto Keep note Use their s Experimen Sculpt clay Use textile Make ma of a partic Combine y Experimen Learn about	ly use shadi ine, tone, sh nedia such a pastel and ange of moo eir emotion ferent skin t g a number of accurate pr different m s in their sk sketchbook at with and of r and other e and sewing quettes (sp cular locati risual and ta iece of artw graphics and at with diffe ut the work	charcoal ods in their p is accurately ones of colours. int design th aterials. etchbook as to compare combine ma mouldable r g skills as pa mall protot ion actile qualitie vork which in d text based rent styles w	and use ma e mood and lour to reprink ne detail in paintings. / through the nat meets a s to how the and discuss aterials and materials. int of a projection cype sculpt es to expresence on their re which artist y looking at	arks and lin feeling. resent figur the distance beir paintin given crite s ideas with processes ect. cures) and ss mood ar integratio search. s have used	es and form ce, foregrou g and sketc erion. evelop their h others. to design an display in nd emotion. n of digital i d.	ns in movind and a movind make front of mages the m	vement. avoid using a
			their books have been sketchbook as used to express									

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

-		1 -	
	Use their	about	
	sketchbook to	improvements	
	compare and	to their own	
	discuss ideas	work.	
	with others.		
		Consolidation of	
	Sculpt clay and	clay work Y4	
	Scupt clay and		
	other	Summer Term	
	mouldable		
	materials.		
		Consolidation of	
	Combine visual	Collage work Y3	
	and tactile	Summer Term	
	qualities to	introduce	
	express mood	expression of	
	and emotion.	mood and	
		emotion.	
		emotion.	

	Final Frankier	To croate cleate	Identify and	Concelidation of	
5	Final Frontier	To create sketch books to record their observations and use them to review and revisit ideas.	Identify and draw simple objects, and use marks and lines to produce texture. Successfully use shading to create mood and feeling.	Consolidation of skills covered in Y4 Autumn Term. 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.	
			Create a range of moods in their paintings. Keep notes in their	Consolidation of skills taught in Y4 Autumn Term In Y4 sketch books have been	

sketchbook as to how they might develop their work further.used to express feelings about various subjects. Begin to develop use of sketch books through note keeping about improvements to their own with others.Use their sketchbook to compare and discuss ideas with others.Begin to develop about improvements to their own work.Experiment with and combine covered in Y4Consolidation of skills previously covered in Y4Create a piece of artwork which includes the integration of digital images they have taken.In Y3 children have experienced taking digital images and combine graphics and text based on their researchValue allCombine graphics and text based on their researchIn Y3 children have taking digital images and combined these with other media to produce artwork.			
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	research	on an	
	artist/arc	chitect	
and presented			
their findings in			
a slideshow.			
and presented their findings in	and press	ented	

Year group	Торіс	National Curriculum	Coverage (knowledge	Sequencing and progression	Drawing	Painting	Printing	Sketch Books	3D/ Textiles	Collage	IT	Knowledge
		objectives	and skills)									
6	Behind Enemy Lines	To improve their	Create sketches	Build on drawing		tches which	communica	ate emotion	s and a ser	nse of self w	ith accu	racy and
		mastery of art	which	skills taught in	imaginatio							
		and design	communicate	Y5 Autumn and		y they have						
		techniques,	emotions and a	Spring term.		hy they hav	ve chosen s	specific dra	awing tech	niques		
		including	sense of self			d charcoal						
		drawing, painting and	with accuracy and			lat their owr						
		sculpture with a	imagination.			e range of te						
		range of	inagination.			y they have		cific paintin	g techniqu	es		
		materials [for		Consolidate and		ed media w						
		example, pencil,	Use a wide	develop painting		using differe						
		charcoal, paint,	range of	skills previously	Think care	fully about t	he methods	s they use a	nd make de	ecisions abo	out the e	ffectiveness of
		techniques in	covered in order	these.								
		their work.	to produce their	Print for a	a specific pu	urpose suc	h as Christi	mas cards	, wrapping	paper e	etc.	
			own artwork.		tchbooks wl							
					Compare t	heir methoo	ls to those o	of others an	d keep not	es in their s	ketchbo	oks.
			Consolidate use	Create models on a range of scales.								
		Compare their	of sketch books		rk which is o	•	rpretation b	y the audie	ence.			
			methods to	to discuss their		ange of stit						
			those of others	ideas introduce		materials th						
			and keep notes	using sketch		attern, tone						
			in their sketch books.	books to compare their		are packages	-					
			DUUKS.	methods to		iece of art w		-		r presentat	ion.	
				those of others.		nternet to r						
				those of others.	Type up descriptions or evaluations of art work for display by the finished work							<mark>ork</mark>
				Y5 Spring Term	Make a record about the styles and qualities in their work							
			Use software	build on use of	Say who a	and what th	neir work h	las been in	fluenced b	ру		
			packages to	technology to	<mark>Can use f</mark> e	eatures of r	researched	artists in t	heir own	<mark>work</mark>		
			create pieces of	create artwork.	Explore th	ne impact o	of the artist	s work on	society at	the time.		
			digital art.									
				Consolidate and								
			Create a piece	build upon								
			of art which can	research and								
			be used as part	presentation								
			of a wider	work carried out								
			presentation.	in Y3 & Y4 Spring								
				Term.								

			Justify the materials they	compare and discuss ideas with others. Children have experienced	
			have chosen. Combine pattern, tone and shape.	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	
6	Riotous Romans	About great	Explain what	these.	
6	KIOTOUS KOMANS	About great artists, architects and designers in history.	their own style is.	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.	
			Create models on a range of scales. Create work which is open	Y5 Spring Term children have experimented with combining materials and processes to	

		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.	
6	Catterick			
5/6	Low Mill Residential			