



| MAKING          |  |  |  |  |   |  |
|-----------------|--|--|--|--|---|--|
|                 | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
| <b>Drawing</b>  | <ul style="list-style-type: none"> <li>Exploring mark making</li> <li>Using 2D mathematical shapes to draw</li> <li>Experimenting with line</li> </ul> | <ul style="list-style-type: none"> <li>Exploring drawing techniques</li> <li>Applying tone to create form</li> <li>Developing skill and control with art materials including blending pastels</li> </ul> | <ul style="list-style-type: none"> <li>Identifying and representing subject matter</li> <li>Using geometry and tonal shading</li> <li>Drawing from observation</li> <li>Drawing with charcoal</li> </ul> | <ul style="list-style-type: none"> <li>Creating geometric and mathematical drawings</li> <li>Still life drawing with tone</li> </ul>                   | <ul style="list-style-type: none"> <li>Drawing from observation</li> <li>Drawing using the continuous line method</li> <li>Using 2D drawings to develop ideas for 3D work</li> <li>Drawing from different perspectives</li> <li>Creating detailed drawings</li> <li>Drawing using mathematical processes</li> </ul> | <ul style="list-style-type: none"> <li>Creating detailed portraits chiaroscuro techniques</li> <li>Developing the continuous line technique</li> <li>Drawing for expression</li> <li>Sketching methods</li> <li>Still life using charcoal</li> <li>Drawing using a negative medium, identifying areas of light and dark</li> </ul> |
| <b>Colour</b>   | <ul style="list-style-type: none"> <li>Mixing primary colours to create secondary colours</li> </ul>   | <ul style="list-style-type: none"> <li>Mixing, refining and applying more sophisticated colours</li> </ul>   | <ul style="list-style-type: none"> <li>Making own paint from natural pigments</li> <li>Creating tints and shades</li> </ul>  |  |   | <ul style="list-style-type: none"> <li>Developing colour mixing and tonal shading with colour</li> <li>Painting in an impressionist style</li> </ul>   |
| <b>Painting</b> | <ul style="list-style-type: none"> <li>Developing skill and control with painting</li> </ul>   | <ul style="list-style-type: none"> <li>Improving painting skills, developing skill and control when painting</li> </ul>  | <ul style="list-style-type: none"> <li>Developing ability to control the tonal quality of paint</li> </ul>   | <ul style="list-style-type: none"> <li>Developing technical mastery of painting skills</li> <li>Use a range of different strokes and shades</li> </ul> | <ul style="list-style-type: none"> <li>Further improving skill and control when painting</li> </ul>   | <ul style="list-style-type: none"> <li>Further improving skill and control when painting</li> <li>Creating tonal paintings</li> </ul>  |



## MAKING

|                  | Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6   |
|------------------|---|---|---|--|--|--|
| <b>Materials</b> | <ul style="list-style-type: none"> <li>Using a range of materials and printmaking techniques</li> <li>Creating textured pieces</li> </ul> | <ul style="list-style-type: none"> <li>Using a range of materials to design and make products</li> </ul>                                  | <ul style="list-style-type: none"> <li>Using a range of methods and materials to create puppets</li> </ul>                    | <ul style="list-style-type: none"> <li>Making art from recycled materials</li> <li>Printing using different materials</li> <li>Learning how to present and display works of art</li> </ul> | <ul style="list-style-type: none"> <li>Using recycled materials within mixed media art</li> <li>Selecting materials for a given purpose</li> </ul> | <ul style="list-style-type: none"> <li>Creating photomontages, focussing on composition</li> <li>Using polyprint tiles to create repeating printed patterns</li> <li>Creating digital art using photography to create abstract and self portrait pieces</li> </ul> |
| <b>Craft</b>     | <ul style="list-style-type: none"> <li>Clay etching</li> <li>2D Printing</li> </ul>   | <ul style="list-style-type: none"> <li>Craft Weaving</li> <li>Using 3D clay to create 2D printed patterns and sculptural forms</li> </ul> | <ul style="list-style-type: none"> <li>Weaving using paper and other materials</li> <li>Tie dyeing</li> <li>Sewing</li> </ul> | <ul style="list-style-type: none"> <li>Showing creativity in their choice of materials and composition</li> <li>Creating sculptures</li> </ul>   |  | <ul style="list-style-type: none"> <li>Expressing an idea or emotion through 3D clay sculpture</li> <li>Creating 3D sculptural forms from a purpose</li> </ul>   |



## GENERATING IDEAS

|                                | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|--------------------------------|---|---|---|---|---|---|
| <b>Sketch books</b>            | <ul style="list-style-type: none"> <li>Teacher led idea modelling through discussion</li> <li>Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</li> </ul> | <ul style="list-style-type: none"> <li>Teacher led idea modelling through discussion and sketching</li> <li>Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</li> </ul> | <ul style="list-style-type: none"> <li>Using sketchbooks to generate ideas and observations</li> <li>Expressing thoughts and observations in sketchbooks</li> <li>Making records of experiments with various materials</li> </ul> | <ul style="list-style-type: none"> <li>Using sketchbooks for planning and refining ideas</li> <li>Recording ideas for materials and composition</li> <li>Developing skill and technique using various media in sketchbooks</li> </ul> | <ul style="list-style-type: none"> <li>Working collaboratively to explore ideas for meeting a design brief</li> <li>Developing and discuss ideas through sketches</li> <li>Enhancing knowledge of skill and technique using various media in sketchbooks</li> </ul> | <ul style="list-style-type: none"> <li>Developing and discuss ideas through sketches</li> <li>Make personal investigations of interests and record observations in sketchbooks</li> <li>Record experiments with various media and try out techniques and processes in sketchbooks before applying them</li> </ul> |
| <b>Inspiration from others</b> | <ul style="list-style-type: none"> <li>Generating original ideas by looking at other artists' work</li> </ul>   | <ul style="list-style-type: none"> <li>Developing original artwork from other sources</li> <li>Studying natural forms in the world around them and relating it to their own artwork</li> </ul>  | <ul style="list-style-type: none"> <li>Expressing original thoughts and ideas about the art of others</li> </ul>  | <ul style="list-style-type: none"> <li>Using literary sources to convey ideas through art</li> </ul>  | <ul style="list-style-type: none"> <li>Using the work of artists' to explore own ideas</li> <li>Expressing ideas and feelings about familiar products</li> </ul>  | <ul style="list-style-type: none"> <li>Learning ways that artists represent their ideas through painting</li> <li>Developing personal, imaginative responses to a theme</li> </ul>  |



## GENERATING IDEAS

|                                  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|----------------------------------|--|--|---|---|---|--|
| <b>Creating original artwork</b> | <ul style="list-style-type: none"> <li>• Exploring ideas through practical activities</li> <li>• Creating original patterns and designs</li> </ul> | <ul style="list-style-type: none"> <li>• Working instinctively with clay to create unique designs</li> <li>• Representing themselves through art</li> <li>• Creating art on themes of personal interest</li> </ul> | <ul style="list-style-type: none"> <li>• Representing themselves and their family through their art</li> <li>• Controlling materials to achieve a desired effect</li> </ul> | <ul style="list-style-type: none"> <li>• Expressing thoughts and feelings through tactile creation of own work</li> <li>• Manipulating composition and materials to achieve a desired effect</li> <li>• Representing ideas from multiple viewpoints and perspectives</li> </ul> | <ul style="list-style-type: none"> <li>• Designing new architectural forms to satisfy their own ideas and intentions</li> <li>• Designing and inventing new products</li> <li>• Linking artwork to literary sources</li> <li>• Creating ideas for inventions for a purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Expressing ideas about art through messages, graphics, text and images</li> <li>• Producing personal interpretations of cherished objects</li> <li>• Expressing their own ideas and feelings through pattern</li> <li>• Creating imaginative and expressive 3D forms to convey meaning</li> </ul> |



| Analyse creative works using the language of art, craft and design: FORMAL ELEMENTS |  |   |   |   |   |  |
|---|--|---|---|---|---|--|
|   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
| <b>Colour</b>   | <ul style="list-style-type: none"> <li>Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>Creating and describing different shades of one colour using paint</li> <li>Choosing and justifying appropriate colours to reflect a theme and purpose</li> </ul> | <ul style="list-style-type: none"> <li>Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</li> <li>Describing their use of colour to achieve a specified intention</li> </ul> | <ul style="list-style-type: none"> <li>Experimenting with and discussing the pigments in natural products to make different coloured paints</li> <li>Increasing awareness of manipulating paint to achieve more accurate colours and shades</li> <li>Articulating their understanding of application of colour to paint sculptural forms</li> </ul> | <ul style="list-style-type: none"> <li>Analysing and describing the use of colour within artists' work</li> <li>Manipulating colour and pattern to create prints</li> <li>Describing how great artists mixed and applied paint</li> </ul> | <ul style="list-style-type: none"> <li>Defining and using more complex colours</li> <li>selecting and mixing colours to depict own thoughts, feelings and intentions</li> </ul> | <ul style="list-style-type: none"> <li>Selecting colours to accurately reflect objects in a still life composition</li> <li>Expressing feelings, emotions and events through colour mixing</li> <li>Recreating colours used by impressionist painters</li> </ul> |
| <b>Form &amp; Space</b>   | <ul style="list-style-type: none"> <li>Learning about form and space through 3D sculptures inspired by nature and animals</li> <li>Developing language and understanding of form and space through whole class sculpture</li> </ul>  | <ul style="list-style-type: none"> <li>Extending their ability to articulate 3D form and space through practical activities.</li> <li>Creating 3D drawings</li> </ul>   | <ul style="list-style-type: none"> <li>Developing ability to describe and model form in 3D using a range of materials.</li> </ul>   | <ul style="list-style-type: none"> <li>Analysing and describing the use of form within artists' work</li> <li>Further extending their ability to describe and model form and space in 3D using a range of materials.</li> </ul>           | <ul style="list-style-type: none"> <li>Make progress in their ability to describe and model form and space in 3D using a range of materials.</li> </ul>                         | <ul style="list-style-type: none"> <li>Conveying, expressing and articulating a message or emotion through 3D sculpture</li> <li>Analysing and evaluating an artists' use of form</li> </ul>   |



| Analyse creative works using the language of art, craft and design: FORMAL ELEMENTS |   |  |  |   |  |  |
|---|---|--|--|---|--|--|
|   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
| <b>Line</b>   | <ul style="list-style-type: none"> <li>Using and expressing line to represent a landscape and water</li> <li>Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy</li> <li>Experimenting with line</li> </ul> | <ul style="list-style-type: none"> <li>Creating portraits by controlling and defining their use of line for expression.</li> <li>Drawing lines with increased skill, awareness and control</li> </ul>  | <ul style="list-style-type: none"> <li>Expressing line in different ways to express geometric and organic forms</li> </ul>                 | <ul style="list-style-type: none"> <li>Analysing and describing the use of line within artists' work</li> <li>Using knowledge of lines of symmetry to help draw accurate shapes</li> </ul>  | <ul style="list-style-type: none"> <li>Extending and expressing drawings using a developing understanding of line</li> </ul>               | <ul style="list-style-type: none"> <li>Articulating their deepening knowledge of line to create portraits</li> <li>Developing continuous line drawing, developing control, expression, shape, form and detail</li> <li>Adapting the techniques of other artists to create abstract drawings</li> </ul> |
| <b>Pattern</b>  | <ul style="list-style-type: none"> <li>Understanding patterns in nature from observation</li> <li>Making patterns in a range of materials to develop their understanding</li> <li>Designing and creating own patterns</li> </ul>                                | <ul style="list-style-type: none"> <li>Creating a pattern of their choosing</li> <li>Identifying and relating man-made and natural repeating patterns</li> <li>Learning a range of techniques to express their knowledge of repeating and non-repeating pattern</li> </ul> | <ul style="list-style-type: none"> <li>Constructing patterns through craft methods to further their knowledge and understanding</li> </ul> | <ul style="list-style-type: none"> <li>Analysing and describing the use of pattern within artists' work</li> <li>Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns</li> </ul> | <ul style="list-style-type: none"> <li>Constructing images through various methods to further their knowledge and understanding</li> </ul> | <ul style="list-style-type: none"> <li>Using knowledge and understanding of patterns to represent feelings and emotions</li> <li>Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork</li> </ul>                                       |



| Analyse creative works using the language of art, craft and design: FORMAL ELEMENTS |  |  |  |   |  |  |
|---|--|--|--|---|--|--|
|   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
| <b>Shape</b>  | <ul style="list-style-type: none"> <li>• Creating abstract compositions using various shapes</li> <li>• Identifying, making and describing their use of shape for print</li> </ul>   | <ul style="list-style-type: none"> <li>• Composing geometric designs by adapting and synthesising the work of others</li> </ul>  | <ul style="list-style-type: none"> <li>• Identifying 2D shapes within images and objects</li> <li>• Identifying, drawing and labelling simple shapes found in everyday objects</li> <li>• Creating and forming shapes from 3D materials</li> </ul>   | <ul style="list-style-type: none"> <li>• Analysing and describing the use of shape within artists' work</li> <li>• Expressing geometric compositions using mathematical shapes</li> </ul>   | <ul style="list-style-type: none"> <li>• Composing original designs by adapting and synthesising the work of others</li> <li>• Analysing and evaluating an artists' use of shape</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Sketching the key shapes objects from different angles when drawing still life</li> <li>• Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings</li> </ul> |
| <b>Texture</b>  | <ul style="list-style-type: none"> <li>• Selecting, describing and using appropriate materials to create different textures</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifying and describing different textures</li> <li>• Selecting and using appropriate materials to create textures</li> </ul>  | <ul style="list-style-type: none"> <li>• Analysing and describing the use of texture within artists' work</li> </ul>   | <ul style="list-style-type: none"> <li>• Using a range of materials to express more complex textures</li> </ul>   | <ul style="list-style-type: none"> <li>• Developing knowledge and understanding of texture through practical making activities</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand how artists manipulate materials to create texture in a range of artwork.</li> </ul>   |
| <b>Tone</b>   | <ul style="list-style-type: none"> <li>• Learning that tone refers to the lightness or darkness of something</li> <li>• Developing understanding of use of different tints and shades to create simple tone in their work</li> </ul> | <ul style="list-style-type: none"> <li>• Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</li> <li>• Using tone to create 3D form when drawing</li> </ul> | <ul style="list-style-type: none"> <li>• Applying and blending charcoal to create more sophisticated areas of tone</li> <li>• Learning and applying four simple rules of shading</li> <li>• Developing skill and control when using tone.</li> </ul> | <ul style="list-style-type: none"> <li>• Analysing and describing the use of tone within artists' work</li> <li>• Using a variety of tones to achieve different effects</li> <li>• Understanding of tone to create a 3D effect</li> </ul> | <ul style="list-style-type: none"> <li>• Developing an increasing sophistication in the use of tone to describe objects when drawing from observation</li> <li>• Analysing and evaluating an artists' use of tone</li> </ul> | <ul style="list-style-type: none"> <li>• Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques</li> <li>• Increasing awareness of how to use tone to describe light and shade, contrast and shadow</li> </ul>         |



## KNOWLEDGE OF ARTISTS

| Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6   |
|---|---|---|--|--|--|
| <p><b>Beatriz Milhazes</b><br/>Understanding that abstract art uses shapes and colours and experimenting with composition</p> | <p>Inspired by the work of <b>Max Ernst</b>, pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)</p> | <p>Discussing and analysing Mother's Day by <b>Carl Giles</b>, before using the piece as inspiration for their own cartoon style drawings to represent their family</p> | <p><b>Luz Perez Ojeda's</b> lenticular prints as inspirations for creating optical illusion portraits</p>  | <p>Using architect <b>Friedensreich Hundertwasser's</b> work as inspiration for their own house designs</p>                      | <p>Researching and adopting the style of the impressionist painters, inspired by the work of <b>Claude Monet</b></p>                       |
| <p><b>Bridget Riley</b><br/>Experimenting with line drawing</p>   | <p>Exploring and replicating <b>Ed Ruscha's</b> use of shading and tone to create a 3D look</p>                                 | <p><b>Diego Velázquez. C's</b> painting Old Woman Cooking Eggs to illustrate tints and shades of colour</p>   | <p>Using <b>Barbara Hepworth's</b> work as inspiration for soap sculptures</p>   | <p>Analysing the messages within <b>Banksy's</b> Clacton Pigeon Mural</p>  | <p>Creating a repeated pattern through printing, inspired by <b>William Morris</b></p>   |
| <p>Exploring <b>David Hockney</b> and <b>Vija Celminss'</b> use of materials to represent water</p>                           | <p>Recreating <b>Clarice Cliff's</b> Circle Tree plate designs</p>  |   | <p>Learning about the life and work of <b>Paul Cézanne</b> and how he influenced the shift to modern art, pupils learn to replicate his painting style</p> | <p>Creating symmetrical, abstract prints in the style of <b>Andy Warhol's</b> Rorschach</p>                                      | <p>Analysing and evaluating Nighthawks by <b>Edward Hopper</b>, looking at what the scene depicts and the formal elements of the piece</p> |
| <p>Exploring <b>Jasper Johns'</b> use of colour</p>   | <p>Using <b>Nancy McCroskey's</b> mural, Suite in Black, White and Grey to explore and develop the skill of shading</p>         |   | <p>Exploring composition for still life drawing through the work of <b>Giorgio Morandi</b></p>   | <p>Developing the ability to read a picture with empathy through the analysis of <b>John Singer Sargent's</b> picture Gassed</p> | <p>Learning how to represent emotion through art using the work of artist <b>Kathe Kollwitz's</b> an example</p>                           |
| <p>Comparing <b>Wassily Kandinsky, Renata Bernal and Ilya Bolotowsky's</b> use of shapes within their works</p>               | <p>Using <b>Damien Hirst's</b> Cornucopia as inspiration for drawing</p>  |   | <p>Analysing the formal elements of <b>David Hockney's</b> painting My Parents before reenacting the scene depicted</p>                                    | <p>Developing ideas for 3D work through 2D drawings, following methods used by <b>Magdalene Odundo</b></p>                       | <p>Exploring symbolism and tone in <b>Pablo Picasso's</b>, Guernuca</p>  |
| <p>Analysing the works and stories behind pictures by <b>Louis Wain</b></p>   | <p>Analysing the work of <b>Julian Opie</b> and creating portraits in his style</p>   |   | <p>Exploring the formal elements of <b>Paula Rego's</b> The Dance</p>  |  | <p>Analysing <b>Mark Wallinger's</b> Ecce Homo sculpture</p>   |





## KNOWLEDGE OF ARTISTS

| Year 1  | Year 2  | Year 3 | Year 4   | Year 5 | Year 6  |
|---|---|--------|--|--------|---|
| <p>Exploring the stories behind seaside inspired pieces by <b>Pierre Auguste Renoir</b>, <b>Joaquín Sorolla</b> and <b>Peder Severin Krøyer</b></p> <p><b>Vincent Van Gogh</b> &gt; creating a textured collage for his painting Fishing Boats on the Beach at Les Saintes-Maries-de-la-Mer</p> <p>Recreating <b>Louise Bourgeois's</b> giant spider sculpture, Maman</p> | <p>Using the work of <b>Edwina Bridgeman</b> as inspiration for creating clothes peg figures and evaluating her work</p> <p>Creating a giant piece of mixed media work in a pop art style inspired by <b>Roy Lichtenstein</b></p> |        | <p>Analysing <b>Edward Hopper's</b> A Table for Ladies, pupils create a role-play of the piece from a different perspective</p> <p>Exploring <b>Pieter Brueghel's</b> painting, Children's Games before recreating it as a photo collage, with a modern twist</p> <p>Analysing abstract art through the work of <b>Fiona Rae</b></p> <p>Creating collages in the style of <b>Giuseppe Arcimboldo</b></p> <p>Exploring the work of <b>Sokari Douglas Camp</b> and creating word sculpture</p> |        | <p>Learning about photomontage through the work of <b>Hannah Hoch</b>, <b>Peter Kennard</b> and <b>Jerry Uelsmann</b></p> <p>Using art to communicate meaning in the style of <b>Jenny Holzer's</b> truisms</p> <p>Analysing the work of <b>Edward Weston</b>, children observe the abstract-looking images created through macro photography before creating their own in a similar style</p> <p>Examining <b>Edvard Munch's</b> The Scream, looking specifically at mood and expression</p> <p>Using <b>Paul Cezanne's</b> Still Life with Apples, <b>Jaromir Funke's</b> Composition - glass and ball and <b>Ben Nicholson's</b> 1946 (still life) as inspiration for still life composition</p> |



## KNOWLEDGE OF ARTISTS

| Year 1 | Year 2 | Year 3 | Year 4  | Year 5 | Year 6   |
|--------|--------|--------|---|--------|--|
|        |        |        | Exploring the work of <b>El Anatsui</b> and creating sculpture in the same style - using recycled materials |        | Using <b>Paul Cezanne's</b> Still Life with Apples, to develop ability to add colour effectively to still life |



## EVALUATION

| Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|--|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Recognising and describing key features of their own and the work of others</li> <li>• Describing what they think about the work of others</li> </ul> | <ul style="list-style-type: none"> <li>• When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements)</li> </ul> | <ul style="list-style-type: none"> <li>• Reflecting on preferences about their work in order to improve it</li> <li>• Discussing art using an increasingly sophisticated use of language (formal elements)</li> </ul> | <ul style="list-style-type: none"> <li>• Using their own and other's opinions of their work to identify how to improve</li> <li>• Building a more complex vocabulary when discussing art (formal elements)</li> </ul> | <ul style="list-style-type: none"> <li>• Regularly analysing and reflecting on their progress taking account of intentions and opinions</li> <li>• Developing a greater understanding of vocabulary when discussing their own and the work of others</li> </ul> | <ul style="list-style-type: none"> <li>• Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</li> <li>• Using the language of art with greater sophistication to discuss art</li> </ul> |