

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressive Arts and Design	<ul style="list-style-type: none"> · Explore what happens when they mix colours. · Understand that different media can be combined to create new effects. · Manipulate materials to achieve a planned effect. · Select appropriate resources where necessary. · Explore a variety of materials, tools and techniques, experiment with colour, design, texture. 		<ul style="list-style-type: none"> · Use a range of materials creatively to design and produce creative work. · Explore their ideas through hands-on experimentation. · Record their experiences and observations. · Begin using sketchbooks to document observations and ideas. 		<ul style="list-style-type: none"> · Create sketchbooks to record observations. · Review and develop ideas in their sketchbooks. · Develop artistic techniques through creativity and experimentation. · Build an increasing awareness of different kinds of art, craft and design. 		<ul style="list-style-type: none"> · Offer feedback using technical vocabulary. · Think critically about their art and design work. · Use digital technology as a source for developing ideas. 	
			<p><u>KS1 key vocabulary:</u> Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>		<p><u>KS2 key vocabulary:</u> to demonstrate knowledge and understanding in this strand, including: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>			

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> · Begin to use a variety of drawing tools. · Use drawings to tell a story. · Investigate different lines. · Explore different textures. · Begin to draw more accurate drawings of people 		<ul style="list-style-type: none"> · Experiment with a variety of media, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. · Control the types of marks made with different media, such as lines, dots, and varying thicknesses. · Name, match, and draw lines, marks and shapes from observations. · Investigate textures by describing, naming, rubbing, copying, or drawing around objects. 		<ul style="list-style-type: none"> · Experiment with ways in which surface detail can be added to drawings. · Use sketchbooks to collect and record visual information from different sources. · Make marks and lines with a wide range of drawing implements, e.g., charcoal, pencil, crayon, chalk, pastels, pens. · Experiment with different pencils and implements to create varying sizes of lines and marks. · Apply simple patterns and textures in drawings. 		<ul style="list-style-type: none"> · Use a sketchbook to collect, develop, and refine ideas. · Identify and research artists who have worked in a similar way to their own work, using IT where appropriate. · Use different shading techniques for different purposes: shading, hatching, scumbling, and cross-hatching · Begin to use increasingly more complex perspective. · Work from a variety of sources, including observation, photographs, and digital images. 	

			<ul style="list-style-type: none"> · Begin to show an awareness of objects having a third dimension, e.g., using shading to show light and shadow effects. · Apply tone in drawings in a simple way. 	<ul style="list-style-type: none"> · Explore colour mixing and blending techniques with coloured pencils. · Start to develop their own style using tonal contrast and mixed media.
			<u>KS2 key vocabulary:</u> portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline	

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> · Experiment with and use primary colours. · Name colours and mix them (not formal mixing). · Use a range of tools to make colours. 		<ul style="list-style-type: none"> · Use a variety of tools and techniques, including different brush sizes and types. · Identify primary colours by name. · Mix and match colours to artefacts, objects, and collections. · Investigate colour by mixing primary shades to create secondary colours, for example using colour wheels. · Investigate making a range of tones (using white) and shades (using black) 		<ul style="list-style-type: none"> · Use light and dark within painting and begin to explore complementary colours. · Mix colours: tints, shades, and tones with increasing confidence. · Identify and use primary, secondary, complementary, and contrasting colours. · Choose the right brush for the composition. · Introduce different brush techniques, including dotting, scratching, and splashing. · Experiment with effects and textures, including blocking and washes · Create different effects and textures with paint according to the needs of the task. · Use colour to reflect mood (warm and cool) 		<ul style="list-style-type: none"> · Understand and use the language of hue, tint, tone, and shade to describe colour. · Identify and use primary, secondary and complimentary colours. · Experiment with different media and appropriate colour mixing. · Create imaginative work from a drawing or sketch. · Identify and use primary, secondary and complementary, and contrasting colours. · Mix and match colours to create atmosphere, light effects, and moods. · Carry out preliminary studies, experimenting with different media, materials, and appropriate colour mixing · Create imaginative work from a variety of sources, including observational drawing, themes, 	

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<ul style="list-style-type: none"> · Handle, feel, enjoy and manipulate materials. · Construct, build and destroy using a variety of materials. · Shape and model materials. 		<ul style="list-style-type: none"> · Experiment with constructing joining recycled, natural and manmade materials. · Make simple joins when constructing. · Manipulate malleable materials in a variety of ways including rolling and kneading, · Use simple 2-D shapes to create a 3D form · Understand the safety and basic care of materials and tools. · Recognise natural and man-made forms. · Replicate patterns and textures in a 3-D form. 		<ul style="list-style-type: none"> · Plan, design and make models from observation or imagination. · Shape, form, model and construct using both malleable and rigid materials. · Plan and develop ideas, using different joining techniques and methods of construction. · Join clay adequately and construct a simple base for extending and modelling other shapes. · Create surface patterns and textures in a malleable material. · Use papier mache to create a simple 3D object. · Discuss their own work and work of other sculptors. 		<ul style="list-style-type: none"> · Produce intricate patterns and textures in a malleable media. · Shape, form, model and construct from observation or imagination. · Use recycled, natural and man-made materials to create sculpture. · Plan a sculpture through drawing and other preparatory work. · Recognise the properties of different media. · Discuss and evaluate your own work and that of other sculptors. 	
BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<ul style="list-style-type: none"> · Make simple rubbings · Print using a variety of objects · Print using block printing 		<ul style="list-style-type: none"> · Use simple relief printing. · Create patterns using a repeated pattern. · Print with a range of hard and soft materials e.g. corks, pen barrels and sponge. · Make simple marks on rollers and printing palettes. · Take simple prints i.e. mono -printing. 		<ul style="list-style-type: none"> · Print using more than one colour to layer in a print. · Create printing blocks using a relief or impressed method. · Build on existing knowledge of mono-prints to create repeating patterns. 		<ul style="list-style-type: none"> · Create printing blocks by simplifying an initial sketch book idea. · Use a relief or impressed method. · Create prints with at least two-colours. · Work into prints with a range of media e.g. pens, colour pens and paints. 	

		<ul style="list-style-type: none"> · Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. · Build repeating patterns and recognise patterns in the environment. · Design more repetitive patterns. · Experiment with overprinting motifs and colour. 		
		<p><u>KS1 vocabulary:</u> colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p><u>KS2 key vocabulary:</u> hammering, pattern, shape, tile, colour, arrange, line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Textiles	<ul style="list-style-type: none"> · Handle, manipulate and enjoy using materials. · Investigate sensory experience. · Make simple collages · Make a simple weaving 		<ul style="list-style-type: none"> · Match and sort fabrics and threads for colour, texture, length, size and shape. · Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. · Cut and shape fabric using scissors/snips. · Apply shapes with glue or by stitching, making simple appliqué work. · Apply embellishments using beads, buttons, feathers etc. · Use large eyed needles – running stitches. · Start to explore other simple stitches (over stitch, backstitch) · Apply colour with printing, dipping, fabric crayons · Create and use dyes i.e. onion skins, tea, coffee. · Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel. 		<ul style="list-style-type: none"> · Use smaller eyed needles and finer threads. · Explore weaving techniques. · Use a wider variety of stitches. (Over stitch, backstitch) · Make observations and comment on the design of textural art. · Compare different fabrics. 		<ul style="list-style-type: none"> · Use fabrics to create 3D structures. · To use different grades of threads and needles. · To experiment with batik techniques. · To experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 		
			<p><u>KS1 Vocabulary:</u> textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.</p>	<p><u>KS2 Vocabulary:</u> colour, fabric, weave, pattern.</p>					

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	---------	-----------	--------	--------	--------	--------	--------	--------

Collage	<ul style="list-style-type: none"> · Handle, manipulate and enjoy using materials. · Acknowledge the sensory experience of exploring materials. · To create simple collages. 	<ul style="list-style-type: none"> · Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines. · Arrange and glue materials to different backgrounds. · Sort and group materials for different purposes e.g. colour texture. · Fold, crumple, tear and overlap papers. · Work on different scales. · Collect, sort, name match colours appropriate for an image. 	<ul style="list-style-type: none"> · Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. · Use collage as a means of collecting ideas and information and building a visual vocabulary. · Create and arrange shapes appropriately. 	<ul style="list-style-type: none"> · Add collage to a painted, printed or drawn background. · Use a range of media to create collages. · Use different techniques, colours and textures etc when designing and making pieces of work. · Use collage as a means of extending work from the initial idea.
		<p><u>KS1 Vocabulary:</u> collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p><u>KS2 Vocabulary:</u> shape, form, arrange, fix.</p>	

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Media			<ul style="list-style-type: none"> · To explore ideas using digital sources i.e. internet, iPad · Record visual information using iPad, video functions, · Use a simple graphics package to create images and effects. · Create lines by changing the size of brushes in response to ideas. · Create shapes using eraser, shape and fill tools. · Experiment with colours and texture using simple filters to manipulate and create images . 		<ul style="list-style-type: none"> · Record and collect visual information using digital cameras and video recorders – (tablets / phones) · Present recorded visual images using software e.g. PowerPoint. · Use a graphics package to create images and effects. · Create shapes by making selections to cut, duplicate and repeat. · Experiment with colours and textures by making an appropriate choice of special effects and simple 		<ul style="list-style-type: none"> · Record, collect and store visual information using digital cameras, video recorders. · Present recorded visual images using software e.g. PowerPoint · Use a graphics package to create and manipulate new images. · Import an image (scanned, retrieved, taken) into a graphics package. · Understand that a digital image is created by layering. 	

		filters to manipulate and create images for a particular purpose.	· Create layered images from original ideas.
	KS1 Vocabulary: device, camera, photograph,	KS2 Vocabulary: capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,	

BIG IDEAS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Work of other Artists, Crafts People and Designers	<ul style="list-style-type: none"> · Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. · Know how to explain what they are doing when they make art. 		<ul style="list-style-type: none"> · Recognise and describe simple characteristics of different kinds of art, craft, and design. · Know the names of the tools, techniques, and formal elements they use, such as colours, shapes, and tones. · Understand that creative works are made by artists, craftspeople, and designers from all cultures and times. · Talk about the materials, techniques, and processes they have used, using appropriate vocabulary. 		<ul style="list-style-type: none"> · Know about and describe the work of a range of artists, craftspeople, architects, and designers. · Explain how to use selected tools and techniques effectively and safely. · Understand and describe key ideas, techniques, and working practices of the artists, craftspeople, architects, and designers they have studied. · Demonstrate how the tools and techniques they have chosen should be used effectively and safely. 		<ul style="list-style-type: none"> · Research and discuss the ideas and approaches of a variety of artists, craftspeople, designers, and architects, considering their cultural context and intentions. · Describe, interpret, and explain the work, ideas, and working practices of significant artists, craftspeople, designers, and architects, taking into account historical, cultural, and social influences. · Describe the processes they are using in their own work and how they aim to achieve high-quality outcomes. · Know and use technical vocabulary and techniques for modifying the qualities of different materials and processes. 	

Art			
Yr Gp	Autumn	Spring	Summer
Rec	Embedded throughout the EYFS curriculum. Expressive Arts & Design – Early Learning Goals - Safely use and explore a variety of materials. Tool and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Physical development – Early Learning Goals - Use a range of small tools, including scissors, paintbrushes and cutlery.		

<p>Y1</p>	<p>Collage - (Arcimboldo) 'Fruity Pictures' Carefully cut and/or tear fruit and veg shapes from paper or magazines; Use glue and stick carefully; Use these to create a 'face' picture</p>	<p>Painting - (Kandinsky) 'Colour Creations' Use primary colours only and mix a variety of oranges, greens, purples in paints; Explore different ways of applying paint (brushes, sponges, bubbles, wax crayon relief etc.); Develop control with brushes; Create a wash with watercolour paints.</p>	<p>Drawing - (Hindu Art) 'Revel in Rangoli' To use drawing and patterns to share their ideas. Use a variety of tools: pencils, rubbers, crayons, pastels, felt tips, chalk and other dry materials; Use a sketchbook to gather and collect artwork; Begin to explore the use of line, shape and colour.</p>
<p>Y2</p>	<p>Drawing - (Cezanne) 'Light and Shadow' Layer different media for example, crayons, felt tips, chalk and other dry materials; Draw for a sustained period from the figure and real objects, including single and grouped objects; Experiment with line, shape, pattern and colour.</p>	<p>Painting - (Gfof London) 'Sparks & Flames' Mix primary colours, shades and tones; Experiment with techniques: layering, mixing media (tissue paper) Work on a range of scales for example, large brush on a large paper, mix and match colours.</p>	<p>Collage - (Goldsworthy) 'Beauty in Nature' Create textured collages from a variety of natural materials- rocks, stones, leaves, twigs, flowers to make circles, wavy lines, outlines of trees.</p>
<p>Y3</p>	<p>Sculpture - (Stone Age) 'Awful Axes' Make a simple papier-mache axe head, handle, Investigate Stone Age axes, shape, size, patterns. Plan, design and make models. Evaluate and improve design for finished product.</p>	<p>Collage - (Romans) 'Marvellous Mosaics' Design and create a Roman style mosaic modelled on examples or created from personal design. Cut and stick regular sized tesserae to complete the finished product.</p>	<p>Painting - (Monet) 'Bridging Water Lilies' Mix a variety of colours and know which primary colours make secondary colours. Experiment with different effects and textures, such as blocking colour, washes and thickened paint. Work confidently on a range of scales, and mixed mediums – paint, pastel, solid mediums</p>
<p>Y4</p>	<p>Drawing - (Islamic Art) 'Perfect Patterns' Make choices in drawing including paper and media. (pencils /colours) Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Sculpture - (Cliff) 'Potty about Pottery' Join clay adequately and work reasonably independently; Construct a simple clay base for extending and modelling other shapes; Talk about their work understanding that it has been sculpted, modelled or constructed.</p>	<p>Painting - (Picasso) 'Express Yourself' Make and match colours with increasing accuracy; Use colour language: tone, tint, shade and hue; Choose paints, pastels, colours and tools appropriately; Plan and create different effects and textures with different mediums. Show increasing independence and creativity with the painting process.</p>
<p>Y5</p>	<p>Printing - (Warhol) 'POP Art!' Print using a variety of materials, objects and techniques including layering; Talk about the processes used to produce a simple print; Explore pattern and shape, creating designs for printing.</p>	<p>Drawing - (Perspective) 'Vanishing Point' Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook; manipulate and experiment with the elements of art- line, tone, pattern, texture, form, space, colour and shape.</p>	<p>Painting - (Van Gogh) 'Starry Sky' Create shades and tints using black and white; Choosing paint, paper and implements to adapt and extend their work; test media and materials and mix colours; Work from a variety of sources, Show awareness of composition</p>
<p>Y6</p>	<p>Drawing - (Moore) 'Bodies in the Tunnels' Demonstrate different shading techniques. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook; Manipulate and experiment with the elements of art- line, tone, pattern, texture, form, space, colour and shape.</p>	<p>Painting - (Kandinsky) 'Path to Abstraction' Create shades and tints using black and white; Choose paint, paper and tools to adapt and extend their work; Test media and materials and mix appropriate colours; Work from a variety of sources, including those researched independently; Show an awareness of how paintings are created (composition).</p>	<p>Printing - (Keating) 'Mischief of Mushrooms' Research, create and refine a print using a variety of techniques; Select broadly the kinds of material to print with, in order to get the effect they want. Use cutting tools safely – choose the right cutting tool (there are 6 different blades!)</p>