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| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Nursery**  Children will do large scale drawings/paintings.  Children will use pencils to free draw.  Children will paint on a flat surface and an easel.  Children will explore and recreate art in the style of Jackson Pollock.  Children will explore colour mixing.  Children will use pencils to draw closed shapes such as squares and rectangles.  Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.  Children will explore and make art in the style of Piet Mondrian  Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.  Children will do observational drawings.  Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.  Children will explore and make art in the style of Andy Goldsworthy.  **Reception**  Children will know how to mix primary colours to make secondary colours using poster paints.  Children will know how to draw a person – head, body, arms, legs and facial features.  Children will know how to make the flange join and treasury tag join.  Children will know how to mold clay.  Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.  Children will know which glue or tape to use for their chosen purpose.  Children will know how to make 2D collages.  Children will explore and make art in the style of Henry Matisse.  Children will know how to make an l-brace join.  Children will know how to use and mix watercolour paints.  Children will know how to use different techniques to make 3D collages.  Children will know how to make a slot join.  Children will know how to make a mono print.  Children explore and create art in the style of Georgia O’Keefe.  Children will know how to make a tab join.  Children will know how to make different shades of the same colour.  Children will know how to make a split pin join.  Children will know how to make a tie join. | | | | | |
|  | Drawing | Painting | Sculpture/  Materials | Digital | Printing | Explore, develop and evaluate - Ongoing |
| Year 1 | ***NC- 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***  Know how to use pencils to create lines of different thickness and length in drawings.  **Artist link- Lowry**  **(Autumn 1)** | ***NC- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination***  Know how to show how people feel in paintings and drawings  **Artist link- Picasso**  **(Summer 2)**  Know the names of primary colours and mix them to make secondary colours.  **Artist link- Kandinski**  **(Spring 2)** | ***NC- to use a range of materials creatively to design and make products***  In sculpture, know how to cut, roll, mold and carve materials.  **Artist link- Lowry (Autumn 1)**  In collage, sort and use a range of materials that are cut, torn and glued.  **Artist link- Kandinski**  **(Spring 2)**  Join materials using glue  **Artist link- Kandinski**  **(Spring 2)** | ***NC- to use a range of materials creatively to design and make products***  Know how to use IT to create a picture.  **Artist link- Picasso**  **(Summer 2)** | ***NC- to use a range of materials creatively to design and make products***  Know how to create a repeating pattern in print. **Artist link-Kandinski**  **(Spring 2)** | ***NC- 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***  Talk about the work of an artist and designer using artistic vocabulary.  **Artist link- All**  Discuss their own and other’s work.  **Artist link- All**  Ask questions about a piece of art.  **Artist link- All**  Describe the differences and similarities between different pieces of art and make links to their own.  **Artist link- All** |
|  | Drawing | Painting | Sculpture/  Materials | Digital | Printing | Explore, develop and evaluate - Ongoing |
| Year 2 | ***NC- 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***  Choose and use different grades of pencil when drawing, showing patterns using dots and lines.  **Artist link- Paul Klee**  **(Autumn 2)**    Know how to use charcoal, pencil and pastel to create art.  **Artist link- Paull Klee**  **(Autumn 2)** | ***NC- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination***  Use thick and thin brushes to produce lines, shapes, textures and patterns.  **Artist link- Henri Rousseau**  **(Spring 2)**  Know how to mix paint to create all the secondary colours.  **Artist link- Henri Rousseau**  **(Spring 2)**  Know how to create tints with paint by adding white and black.  **Artist link- Henri Rousseau**  **(Spring 2)** | ***NC- to use a range of materials creatively to design and make products***  Know how to make a clay sculpture by creating and combining shapes.  **Artist link- Joan Miro**  **(Summer 2)**  In collage, mix materials to create texture e.g. coiling, overlapping and montage.  **Artist link- Joan Miro (Summer 2)**  In textiles, weave and join materials using glue or stitch  **Artist link- Joan Miro (Summer 2)** | ***NC- to use a range of materials creatively to design and make products***  Know how to use different effects within an IT paint package. | ***NC- to use a range of materials creatively to design and make products***  Know how to create a printed piece of art by pressing or overlapping shapes, rolling, rubbing and stamping.  **Artist link- Joan Miro (Summer 2)** | ***NC- 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***  Know about the work of an artist, craft maker or designer. **Artist link- All**  Ask questions about a piece of art. **Artist link- All**  Describe the differences and similarities between different pieces of art and make links to their own.  **Artist link- All**  Use artistic vocabulary e.g. tone, tint, pattern, texture  **Artist link- All** |
|  | Drawing | Painting | Sculpture/  Materials | Digital | Printing | Explore, develop and evaluate - Ongoing |
| Year 3 | ***NC- 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]***  Know how to use sketches to produce a final piece of art.  **Artist link- Van Gogh**  **(Spring 1)**  Know how to show facial expressions in drawing.  **Artist link- Andy Warhol (Autumn 2)**  Know how to use different grades of pencil to shade, to show tones and textures.  **Artist link- Van Gogh**  **(Spring 1)** | ***NC- 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]***  Know how to use a range of brushes to create different effects in paintings.  **Artist link- Van Gogh**  **(Spring 1)**  Create a colour wheel using both primary and secondary colours.  **Artist link- Andy Warhol (Autumn 2)**  Use tints with paint by adding white and black to create shadows  **Artist link- Andy Warhol (Autumn 2)** | ***NC- 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]***  In collage, consider the effect of chosen materials and techniques.  **Artist link- Gustav Klimt (Summer 1)** | ***NC- 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]***  Know how to use IT tools to create different lines, shapes and tones.  **Artist link- Andy Warhol**  **(Autumn 2)** | ***NC- 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]***  In print, press, roll, rub, stamp, and create print from the environments e.g. wrapping paper.  **Artist link- Gustav Klimt (Summer 1)** | ***NC- to create sketch books to record their observations and use them to review and revisit ideas***  ***- learn about great artists, architects and designers in history.***  Create sketchbooks to record, review and revisit observations  Evaluate the work of some artists and use a range of artistic vocabulary, such as observe, perspective, technique **Artist link- All**  Know about great artists and how their art/design shaped our history. |
|  | Drawing | Painting | Sculpture/  Materials | Digital | Printing | Explore, develop and evaluate - Ongoing |
| Year 4 | ***NC- 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]***    In drawing, use a range of pencils and techniques to show facial expressions and body language.  **Artist link- Keith Haring (Autumn 1)**  **Chris Ofili (Spring)**  Using pencil and charcoal, use line, tone, shape and colour to represent figures, forms in movement and reflection.  **Artist link- Keith Haring (Autumn 1)** | ***NC- 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]***  Know how to show reflections.  **Artist link- Claude Monet (Summer 2)**  Use watercolors to produce washes for backgrounds.  **Artist link- Claude Monet (Summer 2)**  **Chris Ofili (Spring)** | ***NC- 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]***  In collage, use mosaic and montage.  **Artist link- Claude Monet (Summer 2)**  In textiles, use basic cross and back stitch.  **Artist link- Kurt Schwitters (Spring)**  In sculpture, include textures to show movement or convey feeling (refine use of tools)  **Artist link- Keith Haring (Autumn 1)**  **Chris Ofili (Spring)** | ***NC- 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 photographs to help create reflections.  **Artist link- Claude Monet (Summer 2)**  Know how to integrate digital images into artwork. **Artist link- Keith Haring (Autumn 1)** | ***NC- 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]***  Know how to print onto different materials using at least two different colours.  **Artist link- Kurt Schwitters and Chris Ofili**  **DT LINK**  **(Spring)** | ***NC- to create sketch books to record their observations and use them to review and revisit ideas***  ***- learn about great artists, architects and designers in history.***  Use sketchbooks to record,review and revisit their observations, creativity and experimentation.  Draw on the work of other artists as inspiration and begin to emulate their style. **Artist link- All**  Identify the different techniques used by different artists.  **Artist link- All**  Use a range of artistic vocabulary, such as reflection, contemporary, convey **Artist link- Claude Monet (Summer 2)**  Recognise when art is from different historical periods.  **Artist link- Claude Monet (Summer 2)**  Recognise when art is from different cultures.  **Chris Ofili (Spring)** |
|  | Drawing | Painting | Sculpture/  Materials | Digital | Printing | Explore, develop and evaluate - Ongoing |
| Year 5 | ***NC- 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 a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration  **Artist link- Gaudi (Spring 2)**  Know how to use shading to create mood and feeling.  **Artist link- Brian Scott (Summer 2)** | ***NC- 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 watercolour to suggest a mood.  **Artist link- Brian Scott (Summer 2)**  Experiment with media to create emotion in art.  **Artist link- Brian Scott (Summer 2)** | ***NC- 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]***  In sculpture, create textures that combine both visual and tactile qualities.  **Artist link- Gaudi**  **(Spring 2)**  In collage, combine both visual and tactile qualities. **Artist link- Gaudi**  **(Spring 2)** | ***NC- 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]***  Enhance digital media by including sound, video, still images and installations.  **Artist link- Sean Charmatz (Autumn 2)** | ***NC- 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]***  Know how to create an accurate print design following given criteria.  **Artist link- Gaudi (Spring 2)**  Make Collagraphs and printing blocks on card and create repeated patterns.  **Artist link- Gaudi (Spring 2)** | ***NC- to create sketch books to record their observations and use them to review and revisit ideas***  ***- learn about great artists, architects and designers in history.***  Capture artistic process in a sketchbook.  Communicate ideas and comment on artworks using artistic language.  **Artist link- All**  Understand how great artists, architects and designer contribute to the culture, creativity and wealth of our nation.  **Artist link- All**  Use a range of artistic vocabulary to discuss and evaluate work e.g. tactile, influence, captivate, emulate |
|  | Drawing | Painting | Sculpture/  Materials | Digital | Printing | Explore, develop and evaluate - Ongoing |
| Year 6 | ***NC- 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 a full range of pencils, charcoal or pastels to develop a personal style, drawing on work of other artists for inspiration.  **Artist link- Jave Yoshimoto**  **(Autumn 2)** | ***NC- 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]***  In painting, combine colours, tones and tints to enhance mood  **Artist link- Jave Yoshimoto**  **(Autumn 2)** | ***NC- 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]***  In collage, combine visual and tactile qualities.  **Artist link- Paul Nash(Spring 2)**  In sculpture, confidently create realistic, life like proportions.  **Artist link- Paul Nash (Spring 2)**  In sculpture, confidently create abstract proportions.  **Artist link- Paul Nash (Spring 2)**  Master art/design techniques with a wide range of materials and mixed media.  **Artist link- Paul Nash (Spring 2)** | ***NC- 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]***  Enhance digital media by editing sound, video, still images and installations.  **Artist link- Banksy**  **(Autumn 1)** | ***NC- 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]***  Recognize there are a range of printing techniques and demonstrate skills with confidence.  **Artist link- William Morris (Summer 2)**  Master art/design techniques with a wide range of materials and mixed media using a variation of printing.  **Artist link- William Morris (Summer 2)** | ***NC- to create sketch books to record their observations and use them to review and revisit ideas***  ***- learn about great artists, architects and designers in history***  Capture artistic process in a sketchbook.  Explain why different tools and techniques have been used to create art.  Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.  **Artist link- Jave Yoshimoto**  **(Autumn 2)**  Know how to use feedback to make amendments and improvement to art  know which media to use to create maximum impact.  Explain the style of art used and how it has been influence by a famous artist.  **Artist link- Jave Yoshimoto**  **(Autumn 2)**  Understand why art can be very abstract and what message the artist is trying to convey.  Use a range of artistic vocabulary to discuss and evaluate work e.g. atmosphere, symbolize, mastery, evocative |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Piet Mondrain |  | Jackson Pollock |  | Andy Goldsworthy |  |
| **Reception** | Henri Matisse |  | Georgia Okeefe |  | Giuseppe Arcimboldo |  |
| **Year 1** | Lowry |  | Kandinski |  |  | Picasso |
| **Year 2** |  | Paul Klee |  | Henri Roussea |  | Joan Miro |
| **Year 3** | Andy Warhol |  | Van Gogh |  | Gustav Klimt |  |
| **Year 4** | Keith Haring |  | Cross stitch- Link with DT  Kurt Schwitters | Chris Ofili |  | Claude Monet |
| **Year 5** |  | Sean Charmatz  (Digital art) |  | Antoni Gaudi  (Sculptures and printing) |  | Brian Scott  (Creating emotions/mood) |
| **Year 6** | Banksy | Jave Yoshimoto |  | Paul Nash |  | William Morris |