

ART CURRICULUM OVERVIEW

2 YEAR ROLLING CURRICULUM

Our curriculum is based around central themes, these may have a clear art link or focus. Art is taught in discrete lessons.

We want our children to develop:

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Years	2022-2023			2023-2024		
	Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS	<p>By the end of the EYFS the children should meet the following Early Learning Goals:-</p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. 					
	<p>Marvellous Me Antony Gormley - clay figures Yayoi Kusama - polka dot art - pumpkins</p>	<p>Terrific Tales Jackson Pollack - firework pictures</p>	<p>Ticket to Ride</p>	<p>Amazing Animals Ndebele Art - Esther Mahlangu Themed Art</p>	<p>Come Outside Artwork theme d around Eric Carle</p>	<p>Commotion in the Ocean</p>

Years 1 and 2	Are you super-human? Andy Warhol, Giacometti Drawing Painting Sculpture	What do you know about chocolate?	Where do you live? Hockey Local area Painting	Can you remember? Philip James de Louthembourg Fire	What can we grow? Digital	Where in the world? Animal	What's it made of? Recycled Fabric faces Textiles	Who looks after you? Festivals	How can we get there? Jackson Pollock painting	Knights and castles Klee	What's cooking Arcimboldi Collage Printing	Where does it live? Landscapes Turner Textiles fabricate art
Years 3 and 4	Super humans Clay faces. Roy Litchesen	Time traveller – Romans Mosaic – collage Roman Architecture	Extreme Earth Volcanoes	Victorians Still life. Van Gough.	Let's grow	Amazing world Habitat creation	May the force be with you Iron man sculpture Antony Gormley	How ancient are we? Egyptian head-dresses. Egyptian art.	Explorers of the North North American art – sketches and folk art. Anselm Kiefer	Healthy me!	Light and dark Shadows /silhouettes.	Rocky road Clay fossils Landscapes Monet.
Years 5 and 6	Time traveler: world at war Henry Moore Silouettes	Superheroes Self portraits	Around the world in 30 days	Vikings Viking jewellery	Let's grow	Amazing world: animal kingdom	To infinity and beyond	Eureka! Ancient Greece Greek masks – papier mache	The amazing Mayans Mayan pottery - sculpture	What's cooking	That's entertainment	It's all ancient history Cave art

Exploring and developing ideas.

Drawing

Painting

Collage

Sculpture

Textile

Printing

Work of other artists.

A more detailed curriculum map of each theme / unit of work.

Key Stage 1 themes

Are you super-human?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> * .
	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> * Use weaving to create a pattern. * Join materials using glue and/or a stitch. * Use plaiting. * Use dip dye techniques.

	Sculpture <ul style="list-style-type: none"> * Use a combination of shapes. * Include lines and texture. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and carving. 	Digital <ul style="list-style-type: none"> *
Work of famous artists	Andy Warhol, Giacometti	
Pupil outcomes	Superhero artwork, sculpture , art work	

What do you like about chocolate?	
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 * .

Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> * Use repeating or overlapping shapes. * Mimic print from the environment (e.g. wallpapers). * Use objects to create prints (e.g. fruit, vegetables or sponges). * Press, roll, rub and stamp to make prints.

	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> * Use weaving to create a pattern. * Join materials using glue and/or a stitch. * Use plaiting. * Use dip dye techniques.
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> *

Work of famous artists	
Pupil outcomes	Poppy pictures for remembrance, Christmas card designs,

Where do you live?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.

	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> * .
	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> *
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> * Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Work of famous artists	David Hockney, local artists	
Pupil outcomes	Pencil drawings of local buildings	

Can you remember?	
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 learn 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.

Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> *
	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> *
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> *
Work of famous artists	Philip James de Louthembourg	
Pupil outcomes	Fire of London art work	

What can we grow?	
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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

	<ul style="list-style-type: none"> * To learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> *
	Painting <ul style="list-style-type: none"> * 	Print <ul style="list-style-type: none"> *
	Collage <ul style="list-style-type: none"> * 	Textiles <ul style="list-style-type: none"> *
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> * Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Work of famous artists	Seurat, pointillism, Mondrian abstract, Picasso, cubism, Monet, impressionism Warhol pop art	
Pupil outcomes	Digital art work	

Where in the world?	
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

	<ul style="list-style-type: none"> * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> * Use repeating or overlapping shapes. * Mimic print from the environment (e.g. wallpapers). * Use objects to create prints (e.g. fruit, vegetables or sponges). * Press, roll, rub and stamp to make prints.
	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> * Use weaving to create a pattern. * Join materials using glue and/or a stitch. * Use plaiting. * Use dip dye techniques.
	Sculpture <ul style="list-style-type: none"> * Use a combination of shapes. * Include lines and texture. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and carving. 	Digital <ul style="list-style-type: none"> * Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Work of famous artists		
Pupil outcomes	Animal art, silhouettes, clay animals	

What is it made of?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> *
	Painting <ul style="list-style-type: none"> * 	Print <ul style="list-style-type: none"> *
	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> * Use weaving to create a pattern. * Join materials using glue and/or a stitch. * Use plaiting. * Use dip dye techniques.
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> *
Work of famous artists		
Pupil outcomes	Recycled art - collage Fabric faces	

Who looks after you?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 * 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	<p>Drawing</p> <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	<p>Painting</p> <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	<p>Print</p> <ul style="list-style-type: none"> *
	<p>Collage</p> <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	<p>Textiles</p> <ul style="list-style-type: none"> *
	<p>Sculpture</p> <ul style="list-style-type: none"> * Use a combination of shapes. * Include lines and texture. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and carving. 	<p>Digital</p> <ul style="list-style-type: none"> * Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Work of famous artists		

Pupil outcomes	Festival arts – Halloween, Bonfire, Christmas, Remembrance. Diva lamps
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How can we get there?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> * Use repeating or overlapping shapes. * Mimic print from the environment (e.g. wallpapers). * Use objects to create prints (e.g. fruit, vegetables or sponges). * Press, roll, rub and stamp to make prints.
	Collage <ul style="list-style-type: none"> * 	Textiles <ul style="list-style-type: none"> *
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> *

Work of famous artists	Jackson Pollock
Pupil outcomes	Wheel paintings, splatter paintings

Knights and Castles		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * Create colour wheels. 	Print <ul style="list-style-type: none"> * U
	Collage <ul style="list-style-type: none"> * 	Textiles <ul style="list-style-type: none"> *

	Sculpture <ul style="list-style-type: none"> * Use a combination of shapes. * Include lines and texture. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and carving. 	Digital <ul style="list-style-type: none"> * Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Work of famous artists	Paul Klee	
Pupil outcomes	Shape collage, watercolour of Sheriff Hutton castle , clay castle tiles	

What is cooking?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * 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 learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.
	Painting <ul style="list-style-type: none"> * 	Print <ul style="list-style-type: none"> * Use repeating or overlapping shapes. * Mimic print from the environment (e.g. wallpapers). * Use objects to create prints (e.g. fruit, vegetables or sponges). * Press, roll, rub and stamp to make prints.

	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> *
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> * Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Work of famous artists	Arcimboldi	
Pupil outcomes	Fruit faces in different mediums	

Where does it live?		
Links to the National Curriculum	<ul style="list-style-type: none"> * * 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 learn 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. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. 	Drawing <ul style="list-style-type: none"> * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils.

	Painting <ul style="list-style-type: none"> * Use thick and thin brushes. * Mix primary colours to make secondary. * Add white to colours to make tints and black to colours to make tones. * 	* Print
	Collage <ul style="list-style-type: none"> * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials. * Mix materials to create texture. 	Textiles <ul style="list-style-type: none"> * Use weaving to create a pattern. * Join materials using glue and/or a stitch. * Use plaiting. * Use dip dye techniques./resistance dying
	Sculpture <ul style="list-style-type: none"> * 	Digital <ul style="list-style-type: none"> *
Work of famous artists	Turner	
Pupil outcomes	Seas and oceans collage fabricate art/weaving / batik resistance dying	

Lower Key Stage 2 themes

Super humans		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
	<p>Painting</p> <ul style="list-style-type: none"> * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. 	<p>Print</p> <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.

	<p>Sculpture</p> <ul style="list-style-type: none"> * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail. 	
Work of famous artists	Roy Liechtenstein	
Pupil outcomes	Clay faces	

Time-traveller- Romans		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
		<p>Print</p> <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.

	Collage <ul style="list-style-type: none"> * Select and arrange materials for a striking effect. * Ensure work is precise. * Use coiling, overlapping, tessellation, mosaic and montage. 	
		Digital <ul style="list-style-type: none"> * Create images, video and sound recordings and explain why they were created.
Work of famous artists		
Pupil outcomes	Mosaic collage, Roman architecture	

Extreme Earth		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	Drawing <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.

	<p>Painting</p> <ul style="list-style-type: none"> * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. 	<p>Print</p> <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.
	<p>Sculpture</p> <ul style="list-style-type: none"> * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail. 	
Work of famous artists		
Pupil outcomes	Volcanoes	

British History - Victorians	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history.

Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	Drawing <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
	Painting <ul style="list-style-type: none"> * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. 	Print <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.
	Collage <ul style="list-style-type: none"> * Select and arrange materials for a striking effect. * Ensure work is precise. * Use coiling, overlapping, tessellation, mosaic and montage. 	Textiles <ul style="list-style-type: none"> * Shape and stitch materials. * Use basic cross stitch and back stitch. * Colour fabric. * Create weavings. * Quilt, pad and gather fabric.
	Sculpture <ul style="list-style-type: none"> * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail. 	Digital <ul style="list-style-type: none"> * Create images, video and sound recordings and explain why they were created.
Work of famous artists	Van Gough	
Pupil outcomes	Still life drawings	

Let's grow



<p>Links to the National Curriculum</p>	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
<p>Skills developed</p>	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
	<p>Painting</p> <ul style="list-style-type: none"> * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. 	
<p>Work of famous artists</p>		
<p>Pupil outcomes</p>		

Amazing world!

Links to the National Curriculum

- * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- * To create sketch books to record their observations and use them to review and revisit ideas
- * 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]
- * To learn about great artists, architects and designers in history.

Skills developed

Exploring ideas

- * Develop ideas from starting points throughout the curriculum.
- * Collect information, sketches and resources.
- * Adapt and refine ideas as they progress.
- * Explore ideas in a variety of ways.
- * Comment on artworks using visual language.

Drawing

- * Use different hardnesses of pencils to show line, tone and texture.
- * Annotate sketches to explain and elaborate ideas.
- * Sketch lightly (no need to correct mistakes).
- * Use shading to show light and shadow.
- * Use hatching and cross hatching to show tone and texture.

Print

- * Use layers of two or more colours.
- * Replicate patterns observed in natural or built environments.
- * Make printing blocks (e.g. from coiled string glued to a block).
- * Make precise repeating patterns.

Textiles

- * Shape and stitch materials.
- * Use basic cross stitch and back stitch.
- * Colour fabric.
- * Create weavings.
- * Quilt, pad and gather fabric.

*



Work of famous artists	
Pupil outcomes	Weaving using recycled materials

May the force be with you!		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	Drawing <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
	*	*
	*	Textiles <ul style="list-style-type: none"> * Shape and stitch materials. * Use basic cross stitch and back stitch. * Colour fabric. * Create weavings. * Quilt, pad and gather fabric.

	Sculpture <ul style="list-style-type: none"> * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail. 	Digital <ul style="list-style-type: none"> * Create images, video and sound recordings and explain why they were created.
Work of famous artists	Anthony Gormley	
Pupil outcomes	Iron Man sculpture	

How ancient are we?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<ul style="list-style-type: none"> * 	Drawing <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
	<ul style="list-style-type: none"> * 	Print <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.

	<ul style="list-style-type: none"> * Sculpture * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail. 	Textiles <ul style="list-style-type: none"> * Shape and stitch materials. * Use basic cross stitch and back stitch. * Colour fabric. * Create weavings. * Quilt, pad and gather fabric.
Work of famous artists		
Pupil outcomes	Egyptian headdress, Egyptian art	

Explorers of the North		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	Drawing <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.



	Painting <ul style="list-style-type: none"> * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. 	Print <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.
	Collage <ul style="list-style-type: none"> * Select and arrange materials for a striking effect. * Ensure work is precise. * Use coiling, overlapping, tessellation, mosaic and montage. 	
		*
Work of famous artists	Anselm Kiefer	
Pupil outcomes	North American sketches, folk art	

Healthy me!	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history.

Skills developed	*	Drawing
	*	
	*	Textiles
	*	Digital
Work of famous artists		
Pupil outcomes		

- * Use different hardnesses of pencils to show line, tone and texture.
- * Annotate sketches to explain and elaborate ideas.
- * Sketch lightly (no need to correct mistakes).
- * Use shading to show light and shadow.
- * Use hatching and cross hatching to show tone and texture.

- *

- * Shape and stitch materials.
- * Use basic cross stitch and back stitch.
- * Colour fabric.
- * Create weavings.
- * Quilt, pad and gather fabric.

- * Create images, video and sound recordings and explain why they were created.

Light and dark	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	<ul style="list-style-type: none"> *
	<ul style="list-style-type: none"> * 	<ul style="list-style-type: none"> *
	<p>Collage</p> <ul style="list-style-type: none"> * Select and arrange materials for a striking effect. * Ensure work is precise. * Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Textiles</p> <ul style="list-style-type: none"> * Shape and stitch materials. * Use basic cross stitch and back stitch. * Colour fabric. * Create weavings. * Quilt, pad and gather fabric.
	<p>Sculpture</p> <ul style="list-style-type: none"> * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. * Add materials to provide interesting detail. 	<p>Digital</p> <ul style="list-style-type: none"> * Create images, video and sound recordings and explain why they were created.
Work of famous artists		
Pupil outcomes	Shadow, silhouettes	

Rocky road

<p>Links to the National Curriculum</p>	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
<p>Skills developed</p>	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use different hardnesses of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture.
	<p>Painting</p> <ul style="list-style-type: none"> * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. 	<p>Print</p> <ul style="list-style-type: none"> * Use layers of two or more colours. * Replicate patterns observed in natural or built environments. * Make printing blocks (e.g. from coiled string glued to a block). * Make precise repeating patterns.
	<p>*</p>	<p>*</p>
	<p>Sculpture</p> <ul style="list-style-type: none"> * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use clay and other mouldable materials. 	<p>*</p>



	* Add materials to provide interesting detail.	
Work of famous artists	Monet	
Pupil outcomes	Clay fossils, Landscapes	

Upper Key Stage 2 themes

Superheroes	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history.
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language.
	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists.
	<p>Drawing</p> <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.
	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.



	Collage <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	Textiles <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.
	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes	Self portraits-sketches, pop art repeated portrait of contrasting colours, acrylic paints on acetate	

Time-traveller – World at War!		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. 	Drawing <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.

	<ul style="list-style-type: none"> * Comment on artworks with a fluent grasp of visual language. 	
	Painting <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	Print <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	Collage <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	Textiles <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.
	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists	Henry Moore	
Pupil outcomes	Silhouettes	

Around the world in 30 days



<p>Links to the National Curriculum</p>	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
<p>Skills developed</p>	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.
	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	<p>Collage</p> <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	<p>Textiles</p> <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.



	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes		

Local history - Vikings		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	Drawing <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.

	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	<p>Collage</p> <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	<p>Textiles</p> <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.
	<p>Sculpture</p> <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	<p>Digital</p> <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes	Viking jewellery made from clay, Viking shield design	

Let's grow	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.
	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	<p>Collage</p> <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	<p>Textiles</p> <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.

	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes	Still life paintings and sketches	

Amazing world!		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	Drawing <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.

	Painting <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	Print <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	Collage <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	Textiles <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.
	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes		

To infinity and beyond	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.
	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	<p>Collage</p> <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	<p>Textiles</p> <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.

	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes		

Eureka! Ancient Greece		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	Drawing <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.

	Painting <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	Print <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	Collage <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	Textiles <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.
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Work of famous artists		
Pupil outcomes	Greek masks	

The amazing Mayans	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.
	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	<p>Collage</p> <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	<p>Textiles</p> <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.



	Sculpture <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	Digital <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes	Mayan pottery	

What's cooking?		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	Drawing <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.

	Painting <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	Print <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	Collage <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	Textiles <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.
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Work of famous artists		
Pupil outcomes		

That's entertainment	
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas

	<ul style="list-style-type: none"> * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	<p>Exploring ideas</p> <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.
	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
	<p>Collage</p> <ul style="list-style-type: none"> * Mix textures (rough and smooth, plain and patterned). * Combine visual and tactile qualities. * Use ceramic mosaic materials and techniques 	<p>Textiles</p> <ul style="list-style-type: none"> * Show precision in techniques. * Choose from a range of stitching techniques. * Combine previously learned techniques to create pieces.

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Work of famous artists		
Pupil outcomes		

It's all ancient history!		
Links to the National Curriculum	<ul style="list-style-type: none"> * To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. * To create sketch books to record their observations and use them to review and revisit ideas * 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] * To learn about great artists, architects and designers in history. 	
Skills developed	Exploring ideas <ul style="list-style-type: none"> * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. * Spot the potential in unexpected results as work progresses. * Comment on artworks with a fluent grasp of visual language. 	Drawing <ul style="list-style-type: none"> * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). * Use lines to represent movement.

	<p>Painting</p> <ul style="list-style-type: none"> * Sketch (lightly) before painting to combine line and colour. * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of watercolour and acrylic paints to create visually interesting pieces. * Combine colours, tones and tints to enhance the mood of a piece. * Use brush techniques and the qualities of paint to create texture. * Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Print</p> <ul style="list-style-type: none"> * Build up layers of colours. * Create an accurate pattern, showing fine detail. * Use a range of visual elements to reflect the purpose of the work.
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	<p>Sculpture</p> <ul style="list-style-type: none"> * Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. * Use tools to carve and add shapes, texture and pattern. * Combine visual and tactile qualities. * Use frameworks (such as wire or moulds) to provide stability and form 	<p>Digital</p> <ul style="list-style-type: none"> * Enhance digital media by editing (including sound, video, animation, still images and installations).
Work of famous artists		
Pupil outcomes	Cave art	