Through a high guali	w Art and Design education, numils will be ongoge	d inchired and challenged; equipping them with the	a knowledge and skil
i nrougn a nign-quain	ty Art and Design education, pupils will be engage	be cross-curricular; helping to express feeling	-
National Curriculum Objectives	To use a range of materials creat To use drawing, painting and sculpture to develop To develop a wide range of art and design techniques in Learn about the work of a range of artists, craft makers and different practices and disciplines,		
	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/
Theme	Study of artists- Critical and contextual skills	Printing Suggested media: (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, Lino print, mono-print, string) Possible artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden	Study of artists- C
Objective	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.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Learn about great art
Coverage	To identify different art forms. (in the style of chosen artist) To explore and suggest reasons for the artist's intention or meaning of the work. To look at and describe what they see, think and feel when looking at images and artefacts. To create art in the style of chosen artist. To talk about similarities and differences in their work and the style of chosen artist. To use their consideration of artist's work to improve their own.	To explore printing pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. To experiment printing with a range of colours available. To investigate properties of printing materials onto paper/ fabrics. (different textured printing materials) To experiment using a variety of printing techniques, Inc. carbon printing, relief, press and fabric printing and rubbings. To design a repeated printing pattern. To print a repeated pattern using printing techniques taught.	To observe the work of arti- understanding a To explore the roles and designers working To make thoughtful observide ideas to To create art in the style re To compare ideas, metho To adapt their w To annotat
Progression	KS1 Study of artists- Critical and contextual skills	KS1 Printing	LKS2 Study co
Vocabulary	Artist, explore, create, describe, intention/ meaning, style .	Printing, fabric, texture, colour, pattern, techniques	Artist, explore, crea compare, ada
	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3
	Drawing techniques and skills	Painting Skills	Drawing te
Theme	Suggested media: (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	Suggested media: (powder, watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte	Suggested media: (penc cl Possible Artists: Van Gog Picasso, Hopper, Goya, Klee
Objective	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	To create sketch boo and use them to
Coverage	To experiment with a variety of media. To control the types of marks made with the range of media. Draw on different surfaces with a range of media. To investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. To draw carefully in line from observation, recording shapes and positioning all marks/features with some care To use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame. To use a sketchbook to plan and develop simple ideas, recording what they see and collect and recording new processes and techniques.	To investigate mark-making using thick brushes, sponge brushes for particular effects. To select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques. To spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context. to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. To investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood. To use colour and painting skills and apply surface techniques to create or suggest a place, time or season.	To develop techniques to o grades of pencil and oth marks and develop tone To collect and record visua well as planning and collet
	KS1 Drawing techniques		LKS2 [
Progression	KS1 Drawing skills	KS1 Painting skills	LKS
Vocabulary	Observation , control, tone , media, light/ dark, pattern, shape , marks, features, viewfinder, frame, image, plan,	Particular effects, mixing , wet/dry techniques, backgrounds, context, mood, represent, brushes	Observation , con pattern, shape , p viewfinder, frame
	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/
Theme	3D work skills Suggested media: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists:(Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre)	Textiles Suggested media: weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye Possible Artists: Ashley, Fassett, African/Indian, Adire.	3D Suggested media: (3D w scul Possible Artists:(Moore, Arp, Nevelson, Gabo, Ca found object sculptures
Objective	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 use a range of materials creatively to design and make products.	To improve their master including drawing, pair of materials [for examp
Coverage	 To identify different forms of sculpture (uses/ purposes/ artists work) To explore modelling in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features. To feel, recognise and control surface experimenting with basic tools on rigid/ pliable materials (e.g. playdough/ saltdough) To respond to sculptures and craft artists to help them adapt and make their own designs. To use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care. To explore different ways of finishing work e.g. paint/ pva glue glaze. 	To explore a range of materials and discuss what materials products are made from. To experiment joining materials using a range of methods e.g. tape, glue etc. To design purposeful, functional, appealing products for themselves and other users based on design criteria. To begin to measure, mark out, cut and shape materials and components identified in their design. To use the knowledge, understanding and skills to assemble, join and combine materials and components to create their design. To evaluate their ideas and products against design criteria.	To observe the work of s discus To explore joining met To plan and develop ideas a to cre To construct and adapt th To demonstrate using too textures and us To explore different ways o detail e.g.
Progression	KS1 3D work skills	KS1 Textiles	LKS
Vocabulary	Sculpture, identify, explore, experiment , malleable, functional, smoothing, joining, finishing	design , material, make, measure , sew, cut, thread, join	Identify, explore, ob develop, 3D model, c surface patte
		I	

Long Term Coverage

d skills to experiment, invent and create their own works of art, craft and design. We endeavour for pupils to be keen to learn new skills and work hard to perfect those shown to them. Learning will often s through art. Through creative learning experiences, pupils will develop resilience and ambition to do well and inspire others.

KS2

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] Learn about great artists, architects and designers in history.

Y3/4 (cycle a) 6- Critical and contextual skills	Y3/4 (cycle b) Printing	Y5/6 (cycle a) Study of artists- Critical and contextual skills	Y5/6 (cycle b) Printing		
	Suggested media: (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, Lino print, mono-print, string) Possible artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden		Suggested media: (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, Lino print, mono-print, string) Possible artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden		
artists, architects and designers in history.	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]	Learn about great artists, architects and designers in history.	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]		
artists, craftspeople and designers to build ng and discuss this with others. and purposes of artists, craftspeople and king in different times and cultures. servations about starting points and select as to use in their work. style of chosen artist with some accurate representation. nethods and approaches in their own and others' work. fir work according to their views. notate work in sketchbooks.	 To experiment printing with a variety of materials, objects and techniques including layering. To explore pattern and shape, creating designs for printing. To explore the work of a range of artists, craft makers and designers annotating the differences and similarities between different practices and disciplines. To investigate the kinds of material to print with in order to get the effect they want. To research, create and refine a print using a variety of techniques. To use printing techniques to produce an end piece. 	To observe the work of artists, craftspeople and designers to build understanding and discuss this with others. To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures and use the work of other cultures as a stimulus to develop ideas, ways of making and decoration To question and make thoughtful observations about starting points and select ideas to use in their work To create high quality art in the style of chosen artist. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them To adapt their work according to their views and describe how they might develop it further. To annotate work in sketchbook.	To evaluate existing products to develop a range of ideas from different sources. To explore overlaying colours and overlaying print with different media. To use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook To create printing blocks by simplifying an initial sketch book idea and use relief or impressed method. Create prints with three colour/ print overlay. To use printing techniques to produce an end piece. To evaluate and modify work against their own design brief.		
Study of artists- Critical and contextual skills	LKS2 Printing	UKS2 Study of artists- Critical and contextual skills	UKS2 Printing		
create, style , observe , purpose, adapt, accurate, <mark>annotate</mark> .	Printing, texture, pattern, layering, effect, research, techniques, colour, materials	Artist, explore, create, style, observe, annotate, compare, methods, approaches, adapt, accurate, purpose.	Printing, texture, pattern, layering, overlaying, simplifying, effect, research, techniques, colour, materials, evaluate, relief/ impressed (methods), adapt, annotate.		
Spring Term					
Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)		
g techniques and skills	Painting Skills	Drawing techniques and skills	Painting Skills		
encils, rubbers, chalks, pastels, felt pen, charcoal, inks) Gogh, Seurat, Durer, Da Vinci, Cezanne, oya, Sargent, Holbein, Moore, Rossetti, (lee, Calder, Cassat.	Suggested media: (powder, watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte	Suggested media: (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks) Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.	Suggested media: (powder, watercolour, ready mixed, acrylic) Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte		
books to record their observations n 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 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 create intricate patterns using different other implements/media to create lines, one with increasing control and dexterity. visual information from different sources as olleting source material for future works in poks (e.g. artist style studies)	To understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. To mix and use primary and secondary colours with the addition of black and white and other hues. To experiment using different brush types for specific purposes. To explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting To represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes. To create a painting from designs and research to communicate an idea or emotion.	To select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. To use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. To draw for a sustained period of time over a number of sessions working on one piece. To express their ideas and observations responding to advice from others to rework and improve design ideas To draw for a sustained period of time over a number of sessions working on one piece. To express their ideas and observations responding to advice from others to rework and improve design ideas to draw for a sustained period of time over a number of sessions working on one piece. To express their ideas and observations responding to advice from others to rework and improve design ideas to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.	To research artist styles and cultures to analyse a variety of sources. To explore different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. To experiment in selecting from different methods to apply colour using a variety of tools and techniques to express mood or emotion To plan by drawing symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting plan. To carry out preliminary studies, test media and materials and mix appropriate colours to explore the effect of light and colour, texture and tone on natural and manmade objects. To create a painting from drawing. (using the plan designed)		
S2 Drawing techniques	LKS2 Painting skills	UKS2 Drawing techniques	UKS2 Painting skills		
LKS2 Drawing skills control, tone , media, light/ dark, e, positioning , marks, features, ime, image, plan, techniques .	Particular effects, mixing, warm/cool colours, express, hues, texture, observed, emotion, primary/secondary colours, specific, represent, appropriate	UKS2 Drawing skills Observation, tone, intricate pattern, shape, techniques, perspectives, source material, composition, grades, dexterity, third dimension. Control, media, scale, adapt, sketching, hatching, improve, adapt.	Composition, Research, analyse, Particular effects, mixing, warm/cool colours, express, hues, texture, tone, observed, emotion, primary/secondary colours, specific, represent, appropriate, natural/ manmade		
Summer Term					
Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)		
3D work skills	Textiles	3D work skills	Textiles		
D work, clay, dough, boxes, wire, paper sculpture, mod roc) ore, African, Native American, Hepworth, , Calder, Segal, Leach, Kinetic, recycled/ ures, Egyptian Artefacts, Christo, Frink, Balla, Andre)	Suggested media: weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye Possible Artists: Ashley, Fassett, African/Indian, Adire.	Suggested media: (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Possible Artists:(Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre)	Suggested media: weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye Possible Artists: Ashley, Fassett, African/Indian, Adire.		
astery of art and design techniques, painting and sculpture with a range ample, pencil, charcoal, paint, clay].	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 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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		
of sculptors to build understanding and scuss this with others. methods to join materials adequately. eas and making informed choices in media o create a 3D model. pt their model using their design criteria. tools safely to develop surface patterns/ ad use them when appropriate. ays of finishing work with some decorative e.g. paint/ pva glue glaze.	To explore and evaluate a range of existing products and discuss their functional properties. To explore joining methods to join materials accurately using temporary and permanent ways. To use research and design criteria to design purposeful, functional, aesthetically appealing products for themselves and other users. To measure, mark out, cut and shape materials and components identified in their design with some accuracy. To use the knowledge, understanding and skills to assemble, join and combine materials and components to create their design with some accuracy. To evaluate their ideas and products against design criteria and consider the views of others to improve their work	To explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. To study 3D work and techniques from a variety of genres and cultures. To use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages. To make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. To make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. To use different ways of finishing work to a high standard based on their design criteria: glaze, paint, polish.	To explore and evaluate a range of existing products based on their functional properties and aesthetics qualities To explore methods to join materials accurately using permanent joining techniques. To use research and design criteria to design purposeful, functional, aesthetically appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To measure and mark out, cut and shape materials and components accurately as identified in their design. To use the knowledge, understanding and skills to assemble, join and combine materials and components to create their design to achieve a quality product making modifications as they go along. To evaluate their products identifying strengths and areas for development, and carrying out appropriate tests, suggesting how their product could be improved.		
LKS2 3D work skills	LKS2 Textiles	UKS2 3D work skills	UKS2 Textiles		
observe, demonstrate, plan and I, construct, adapt, design criteria, attern, texture, decorative.	design, evaluate, make , measure , sew, cut, thread, textiles, material, join, improve , modify, functional	Identify, explore, observe, demonstrate, experimentation, plan and develop, stimuli 3D model, construct, adapt, design criteria, surface pattern, texture, decorative.	design, evaluate , make, measure , sew, cut, thread, textiles, material, join , purposeful, functional, appealing , preference, generate, explore and evaluate , design criteria		

Art Long Term Plan

stencils, sponges, nono-print, string) , Escher, Morris, sing, Bawden

sign techniques, e with a range of al, paint, clay]

of ideas from different with different media. rmation from different

erial. Adapt their work ght develop it further. sketch book idea and h three colour/ print end piece. wn design brief.

dy mixed, acrylic) ollock, Riley, Monet, O'Keeffe, Hopper,

sign techniques, e with a range of al, paint, clay]

a variety of sources. tools and techniques ying paint in layers. to apply colour using mood or emotion d composition when ng their painting plan. d materials and mix nd colour, texture and

rticular effects, hues, texture, condary colours, ral/ manmade

aint, batik, threads,

Indian, Adire. ign techniques, with a range of Il, paint, clay].

lucts based on their qualities ing permanent joining urposeful, functional, nd other users based

their ideas through here appropriate, hnology. als and components o assemble, join and r design to achieve a hey go along. hs and areas for suggesting how their

v, cut, thread, nal, <mark>appea</mark> aluate, design