



Year 1	THEMES AND MOTIFS		
Objectives	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using texture and line.</p> <p>Learn about the work of artists and make links to their own work.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour.</p> <p>Learn about the work of artists and make links to their own work.</p>	<p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture and line.</p> <p>Learn about the work of craft makers and make links to their own work.</p>
Skills	<p>Communicate ideas and meanings very simply</p> <p>Investigate pattern and shape in the environment</p> <p>Explore ideas and collect information in a sketch book</p> <p>Reproduce from memory, observation or imagination</p> <p>Identify different ways to express ideas</p>	<p>Use a range of materials / processes to show ideas / meanings</p> <p>Select the best materials for the job</p> <p>Create collage with range of materials and textures</p> <p>Talk about their work and explain it</p> <p>Describe what they think or feel about their own and others' work</p> <p>Think of ways to adapt and improve own work</p> <p>Begin to use ways to improve work</p> <p>Explore ideas and change what they have done to give a better result</p>	<p>Use a range of pens, pencils, pastels and charcoal</p> <p>Make a variety of lines, using different sizes and thicknesses</p> <p>Mix secondary colours to make a wide range of new colours</p> <p>Use shading to create different effects</p>
Vocabulary	<p>Soft, scribble, dot, portrait, primary, faint, light, theme, motif, pattern.</p>	<p>Pointed, sharp, straight, rough, smooth, flat, light, shade.</p>	<p>soft, cool, mixed, loose, free, still life, shiny, matt, smooth, construction.</p>

Year 2	Autumn	Spring	Summer
	SELF AND IDENTITY		
Knowledge	To use drawing, painting 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 learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Skills	Make their own choices Mix and use tertiary colours Make different tones of colour Use brushes in different ways Experiment in many different ways Use a sketchbook to make notes about artists, skills and techniques Annotate a sketch book Experiment with mood using colour Create artwork following an idea or towards a specific purpose	Design, draw, paint or make images for different purposes using knowledge and understanding Use pencils of different grades and at different angles to create different effects	Create texture by adding dots and lines Use repeat pattern in design Apply previous knowledge to improve work Adapt and refine work to reflect purpose
Vocabulary	Rounded, curved, strong, bright, secondary, design.	Intricate, angular, size, lines, thick, shading, smudge, environmental.	Faded, landscape, foreground, middle ground, background.

Year 3	Autumn	Spring	Summer
	THE ROLE OF ART IN RITUAL AND CEREMONY		
Objectives	Develop techniques with increasing awareness of different kinds of art. Create sketch books to record their observations and use them to review and revisit ideas	Develop techniques with increasing awareness of different kinds of design. Create sketch books to record their observations.	Develop techniques with increasing awareness of different kinds of crafts. Create sketch books to record their observations and use them to review and revisit ideas

	Improve mastery of art and design techniques, including drawing and painting of materials [for example, pencil, charcoal, paint]	Improve mastery of art and design techniques, including drawing and painting with a range of materials [for example, silk paints and gutter.]	Improve mastery of art and design techniques in sculpture with a range of materials [for example clay, wood]
Skills	<p>Begin to work more abstractly</p> <p>Collect visual and other information</p> <p>Use a digital camera to collect ideas</p> <p>Indicate movement using lines</p> <p>Plan work carefully before beginning</p> <p>Use other cultures and times as a stimulus</p>	<p>Use watercolour to produce a wash</p> <p>Use an ICT paint program with edit</p> <p>Use a digital camera to produce art work</p> <p>Use mosaic, montage and other effects</p> <p>Compare others' work with their own</p> <p>Make comments on the work of others, including both ideas and techniques</p>	<p>Use a range of materials and techniques in 3D work</p> <p>Use a combination of visual and tactile ideas</p> <p>Combine different materials in different ways</p> <p>Make specific choices between different processes and materials</p>
Vocabulary	Confident, sharp, dark, wet, overlapped, short, cracked.	Complimentary, figurative, pure, density, perspective, print.	Sculpture, shape, form, focus, pigment.

Year 4	Autumn	Spring	Summer
Cycle A	ANTIQUITY AND COLLECTABLES		
Cycle B			
Objectives	<p>Develop techniques, including control and use of materials, with increasing awareness of different kinds of art, craft, design.</p> <p>Improve mastery of art and design techniques, including sculpture with a range of materials [for example, paint, clay]</p>	<p>Learn about great artists, architects and designers in history</p> <p>Improve mastery of art and design techniques, including print making techniques with a range of materials [for example, foam board, string, presses, rollers]</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft, design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Learn about great artists, architects and designers in history.</p>

Skills	Experiment with the styles of different artists Show shadow or reflection by shading Select appropriate drawing materials	Appraise the ideas, methods and approaches used in others' work, using a critical approach Use the appraisal of others for improvement	Make and support their own decisions and choices Use inspiration from other cultures Experiment with combinations of materials and techniques Keep and use detailed notes in sketch book Understand the importance of preparing materials before working Produce work that sometimes can be both visual and tactile
Vocabulary	Centred, flat, symmetry, size, broad, shadow, solid, 3D.	Figure, symmetrical, smooth, contrast, highlight.	Dull, bold, glossy, circular.

Year 5	Autumn	Spring	Summer
Cycle A	ANTIQUITY AND COLLECTABLES		
Cycle B	ANTIQUITY AND COLLECTABLES		
Objectives	<p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft , design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft , design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and print making techniques [for example, foam board, string, presses, rollers]</p>	<p>Learn about great artists, architects and designers in history.</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft , design.</p>

		Learn about great artists, architects and designers in history	
Skills	Experiment with the styles of different artists Show tone and texture using hatching and cross hatching Use a program to create mood within digital photography Show shadow or reflection by shading Select appropriate drawing materials	Evaluate own and others' work, explaining and justifying their reasons Use analysis when commenting on ideas Consider the end point when adapting and improving their work	Develop and improve their own style Use drawings to show movement Combine a range of colours, tints, tones and shades Get across feeling and emotion through their work
Vocabulary	Thin, soft, irregular, dull, proportion, flowing.	Dry, rough, natural, complicated, abstract, pastel.	Blended, reflected, silky, bumpy.

Year 6	Autumn	Spring	Summer
Cycle A	POLITICAL ART		
Cycle B			
Knowledge	<p>To comment on artworks with a fluent grasp of visual language. Develop and imaginatively extend ideas from starting points throughout the curriculum. To sketch (lightly) before painting to combine line and colour. To create a colour palette based upon colours observed in the natural or built world. To use the qualities of watercolour and acrylic paints to create visually interesting pieces. To combine colours, tones and tints to enhance the mood of a piece and use brush techniques and the qualities of paint to create texture.</p> <p>To collect information, sketches and resources and present ideas imaginatively in a sketch book.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. To collect information, sketches and resources and present ideas imaginatively in a sketch book. To spot the potential in unexpected results as work progresses.</p> <p>To develop a personal style of painting, drawing upon ideas from other artists. Drawing - 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>	<p>Collage - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Use ceramic mosaic materials and techniques. Sculpture - 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> <p>Print - 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> <p>Digital Media - Enhance digital media by editing (including sound, video,</p>

	<p>Taking Inspiration from the greats - Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p>		<p>animation, still images and installations).</p>
Skills	<p>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work. Choose to use a limited range of colour to produce a chosen effect. Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others.</p>	<p>Make specific decisions about using different visual and tactile effects towards an end point. Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others.</p>	<p>Analyse and comment on their own and others' ideas, methods and approaches. Make on-going revisions Refine their work, often with several adaptations, to move towards an end point. Begin to use perspective in both abstract and real life art.</p>
Vocabulary	<p>Complex, shadow, layers, deep, harmonious, angular, fragile.</p>	<p>Structural, vibrant, controversial, tinted, hues, diffused.</p>	<p>Graduated, activist, statement, movement, collection, protestor, abstract.</p>