

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Julia Donaldson: Exploring collage materials to create the Gruffalo's head (Collage). Drawing/painting story spoons to create book characters (Drawing/Painting). Using textiles for finger puppets (Textiles). 	Let's Celebrate: Experimenting with natural materials as artwork (Textiles). Looking at tones of colours. Tree rubbings. (Printing) Using collage to create celebrations/festivals (using hot colours- Collage). 	Supertato: Observational drawing of living things- plants, foods, friends, animals (Drawing). Printing with vegetables and fruits (Printing) 	Peter Rabbit: Printing rabbits with hands and feet (printing). Making animal masks/hats (3D). 	Dinosaurs: Using a range of materials to make a dinosaur collage (collage). Creating shadow dinosaur images (painting). 	Under the Sea: Making clay animals (3D) Drawing and painting fish. Making collage (collage, Painting and drawing). 
Prior knowledge	Baseline Assessment in first few weeks of school (Makes simple representations.	working with natural materials to create simple representations in Character drawings in Autumn 1.	Working with simple colours-recognising and mixing them. Drawings throughout	Printing vegetables Spring 2. Collages and experimenting with materials.	Working with simple colours- recognising and mixing them. Looking at simple 2D shapes within Numeracy, linking to	Colours linking to simple representations throughout the year. Working with malleable

	Recognise simple colours)		Autumn term through daily mark making interventions.		shape, space and measure.	materials linking to daily dough disco interventions.
Future knowledge	Year 1 Collage Under the sea	Year 1 Cold Colour drawings and painting.	Year 1 Printing Peter Rabbit	Year 1 Printing Peter Rabbit and growing.	Year 2 Collage Fairytale	Year 2 3D Castles
Knowledge (new learning/key learning)	I can create simple representations-drawing, collage, 3D. I can experiment with ways to enclose a space, create shapes, and represent actions, sounds and objects. I can use a variety of drawing tools and techniques – pencils, pens, crayons. I can understand different emotions and can draw them on the faces.	I can create simple representations-textiles, printing. I can experiment with ways to enclose a space, create shapes, and represent actions, sounds and objects-textiles. I can print with a variety of mediums and materials, e.g. natural objects, pom poms, potatoes.	I can experiment with ways to enclose a space and create shapes. I can continue to explore colour and how colours can be changed. I can draw with increasing complexity and detail, such as representing a face. I can use a variety of drawing tools and techniques – paint, oils, pastels, charcoal. I can shape malleable materials.	I can draw with increasing complexity and detail, including parts of real-life objects. I can continue to explore colour and how colours can be changed. I can develop an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. I can use various construction materials, e.g.	I can create simple representations-digital. I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can use my increasing knowledge and understanding of tools and materials to explore my interests and enquiries, developing my thinking. I can develop my own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate my	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process that I have used. I can manipulate materials effectively and use tools for a purpose when shaping and moulding.

				joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. I can use tools for a purpose.	discoveries and understanding.	
Skills	Drawing: Create simple representations of events, people and objects. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Look closely at similarities, differences, patterns and change. Draw on different scales. Experiment with mark making in different materials – sand, mud, soil, flour. Draw on different surfaces with a range of media Investigate textures by describing, naming, rubbing, copying. Painting: Explore colour and how colour can be changed. Explore what happens when colours are mixed. Mix colours using red, blue and yellow to make green, purple, orange, pink and brown. Give names to colours. Experiment with adding materials to paint to create texture. Mix different media to create new effects. Uses simple tools and techniques competently. Children to express opinions about colours they like and why they like them. Use a range of brush sizes and work on different coloured, sized, shaped papers. Create marks with a variety of tools – fingers, twigs etc. Printing: Experiment with printing using hands, feet and fingers. Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Roll printing ink over found objects to create patterns e.g. leaves, stones, packaging. Make rubbings to collect textures and patterns. Recreate texture using wallpaper, string, polystyrene. Use tools competently and appropriately. Textiles: Manipulate materials for a planned effect. Match and sort fabrics and threads to colour, texture, length, size and shape. Handle and manipulate materials such as threads, cottons, wool, raffia, grass. Deconstruct cloths and threads. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. 3D: Manipulate materials for a planned effect. Construct with a purpose in mind using a variety of resources. Select tools and techniques needed to shape, assemble and join materials they are using. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners. Roll a ball shape and a sausage shape using hands, pinch and roll coils Join simple found forms together. Collage: Manipulates materials for a planned effect. Collage a range of fabrics. Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth. Combine materials to create new effects e.g. string, tissue paper and glue Fold, crumple and tear papers. Explore different methods of attaching materials – glue, tape. Experience different types of glue (stick and wet).					

	Digital: Explore ideas using digital sources i.e. internet. Record visual information using iPads, cameras. Use a simple graphics package to create images and effects by changing brush size and colours. Work on different scales – computer and interactive whiteboard.					
Vocabulary	Colours Primary colours (red, blue, yellow-cannot be created through mixing) Drawing Shape Collage	Rubbing Pattern Cold colours- blue, white, silver Repeating Line Smooth Rough	Folding Warm colours- red, yellow, orange Line/shape- thick, thin, big, small Materials Joining	Pattern Symmetry Printing Technique Observe Still drawing	Brush strokes Shapes Positional language- on top of, under, next to Collage Textiles Joining	Model Rolling Kneading Shaping
Drawing skills	Create simple representations of events, people and objects. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Look closely at similarities, differences, patterns and change. Draw on different scales. Experiment with mark making in different materials – sand, mud, soil, flour Draw on different surfaces with a range of media Investigate textures by describing, naming, rubbing, copying.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owl Class	<i>DT focus unit.</i>	Hot Places: Mixing Materials Looking at hot colours, linking to places. Combining drawing	<i>DT focus unit.</i>	Flowers: Printing Create various floral prints using Andy Warhol's Pop Art	<i>DT focus unit.</i>	Under the sea: Collage Creating collage of favourite sea creatures. Using

		and painting to create scenes. Use of lines to create shape. Link final piece to hot colours. Link to line work to the town gate clock. (Drawing, painting) 		printing techniques. Print using real plants and then using shapes to create plants for printing, e.g. circles for petals, rectangles for stem. (Printing) 		the Artist Richard Brooks. (Collage) 
Assessment of <u>prior</u> knowledge (before)	Prior learning: Drawing links to EYFS in Autumn, Spring and Summer. Drawing skills are built on throughout each topic of learning, following the 'Progression of Drawing' document. Painting links to EYFS Summer 2 when vehicles were created using malleable materials and painted.		Prior learning: Printing links to EYFS Spring 2 when children printed with vegetables to create scenes and representations.		Prior learning: Making collages in Autumn through winter pictures.	
Future Knowledge	Drawing: Class 3, Summer 2 (Romans) Class 4, Summer 2 (Astronauts) Class 5, Summer 2 (Henri Rosseau) Painting: Class 3, Autumn 2 (Rock painting) Class 4, Autumn 2 (Potion bottles) Class 5, Summer 2 (Henri Rosseau)		Printing: Class 4, Spring 2 (Mayan tiles)		Collage: Class 5, Autumn 2 (Ancient vases)	

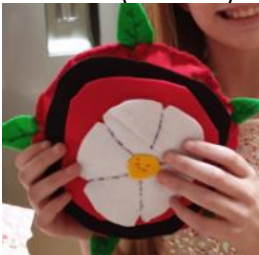
Knowledge (new learning/key learning)	Drawing: I can experiment with a variety of media- pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. I can control the types of marks made with the range of media. <i>For example-</i> <i>Lines and Marks: Draw lines/marks from observations. Draw on different surfaces with a range of media.</i> <i>Shape: Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</i> <i>Tone: Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</i> <i>Texture: Investigate textures by describing, naming, rubbing/copying.</i> Painting: I can use a variety of tools and techniques including different brush sizes, sponges, and other tools. Mix and match colours to objects. I can experiment with tools and techniques e.g., layering, mixing media, scrapping. I can name different types of paint and their properties – ready mix, watercolour. <i>For example-</i> <i>Colour: Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours.</i> <i>Texture: Create textured paint by adding sand, plaster.</i>	I can print with a range of hard and soft materials e.g., corks, pen barrels, sponge. I can make simple prints i.e., mono printing. I can roll printing ink over found objects to create patterns e.g., plastic mesh, stencils. I can build repeating patterns and recognise pattern in the environment. I can create simple printing blocks with press print. I can design more repetitive patterns. <i>For example-</i> <i>Colour: Experiment with overprinting motifs and colour.</i> <i>Texture: Make rubbings to collect textures and patterns.</i>	I can create images from a variety of media e.g., photocopied material, fabric, crepe paper, magazines etc. I can arrange and glue materials to different backgrounds. I can sort and group materials for different purposes. I can work on different scales. <i>For example-</i> <i>Colour: Collect, sort, name, match colours appropriate for an image.</i> <i>Shape: Create and arrange shapes appropriately.</i> <i>Texture: Create, select, and use textured paper for an image.</i>
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Skills	Draw lines of different shapes and thickness. Select from 2 different grades of pencil. Draw on different scales. Observe and draw shapes. Identify light and dark marks/shapes. Use a variety of tools and techniques including different brush sizes and types of paint. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. Mix primary shades and tones and name. Mix secondary colours and name. Add white and black to make tones. Create textured paint by adding sand, plaster.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Take simple prints i.e. mono-printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print and plasticine. Make rubbings to collect textures and patterns.	Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Collect, sort, match colours appropriate for an image. Create and arrange shapes appropriately. Sort and group materials for different purposes e.g. colour, texture. Fold, crumple, tear and overlap papers. Work on different scales. Create select and use textured paper for an image.
Vocabulary	Warm colours Secondary colours Tone (darker or lighter versions of a colour) Sketch Bold Joining lines to create shape Mixing Stroke Impasto	Overprint Printing pad Block Stencil Dabbing Collograph	Collage Complementary colours Adjacent Linear Texture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hawk Class	<i>DT focus unit.</i>	The Jolly Postman: Digital Art	<i>DT focus unit.</i>	The owl who is afraid of the dark: Collage Use a range of different collage material to make an owl collage.	<i>DT focus unit.</i>	Castles: Look at Paul Klee and his technique of cubism in 'The castle and the sun'. Create own castle sculptures, exploring the shapes within the brick work. (3D)

		Use Henri Rousseau to create a scene from the Jolly Postman with a character in the centre piece. Take digital photographs of the picture, then use neon paint to expose lines and shapes. (Digital) 			
Assessment of prior knowledge (before)	Prior learning: Digital art links to EYFS Summer 1 when children created 2D shape castle pictures on the laptops.	Prior learning: Collage links to EYFS Autumn and Summer when children created Astronaut portraits, Jack frost artwork and giant's heads.	Prior learning: 3D links to EYFS Summer 2 when vehicles were created using malleable materials.		
Future knowledge	Digital: Class 5, Spring 2 (Animal eyes)	Collage: Class 5, Autumn 2 (Ancient vases)	3D: Class 4, Autumn 2 (Potion bottles)		
Knowledge (new learning/key learning)	I can explore ideas using digital sources i.e. internet. I can record visual information using digital cameras. I can use a simple graphics package to create images and effects.	I can create images from a variety of media e.g., photocopied material, fabric, crepe paper, magazines etc. I can arrange and glue materials to different backgrounds.	I can print with a range of hard and soft materials e.g., corks, pen barrels, sponge. I can make simple prints i.e., mono printing. I can roll printing ink over found objects to create patterns e.g., plastic mesh, stencils.		

	I can use basic selection and cropping tools. <i>For example-</i> <i>Line: Changing the size of brushes in response to ideas.</i> <i>Shapes: Using eraser, shape and fill tools. Colours and Texture: Using simple filters to manipulate and create images.</i>	I can sort and group materials for different purposes. I can work on different scales. <i>For example-</i> <i>Colour: Collect, sort, name, match colours appropriate for an image.</i> <i>Shape: Create and arrange shapes appropriately.</i> <i>Texture: Create, select, and use textured paper for an image.</i>	I can build repeating patterns and recognise pattern in the environment. I can create simple printing blocks with press print. I can design more repetitive patterns. <i>For example-</i> <i>Colour: Experiment with overprinting motifs and colour.</i> <i>Texture: Make rubbings to collect textures and patterns.</i>
Skills	Explore ideas using digital sources i.e. internet. Record visual information using digital cameras, iPads. Use a simple graphics package to create images and effects with: Lines by changing the size of brushes in response to ideas. Use a simple graphics package to create images and effects with: Shapes using eraser, shape and fill tools. Use a simple graphics package to create images and effects with: Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools.	Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Collect, sort, match colours appropriate for an image. Create and arrange shapes appropriately. Sort and group materials for different purposes e.g. colour, texture. Fold, crumple, tear and overlap papers. Work on different scales. Create select and use textured paper for an image.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Take simple prints i.e. mono printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print and plasticine. Make rubbings to collect textures and patterns.
Vocabulary	Digital Neon Line Shape Layering	Collage Complementary colours Adjacent Linear Texture Optical illusion	Overprint Printing pad Block Stencil Dabbing Collograph

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red Kite Class	Cycle A: DT focus unit.	Cycle A: Atmospheric Painting Focus on creating a painting which creates atmosphere in the style of Louis Mbughuni. 	Cycle A: DT focus unit.	Cycle A: Linking to English unit. Create a Tudor Rose using recycled materials to explore texture (e.g. twisting, fraying, plaiting). Apply decoration such as beading or buttons. Discover Elnaz Yazdini whose art was inspired by industrial recycled materials. Julie Peppito could alternatively be used through her creations with litter and old toys/found items. (Textiles) 	Cycle A: DT focus unit.	Cycle A: Volcanoes (topic). Experiment with lines, marks, and tones to create drawings of volcanoes. Think about the way lines are drawn and formed to create movement within the artwork. (Drawing) 
Assessment of <u>prior</u>	Prior learning: Painting links to Class 1 Autumn 2 when children created Twon		Prior learning: Textiles links to Class 2 Summer 2 when children created		Prior learning: Drawing links to Class 1 in Autumn 2 when children create the Town	

knowledge (before)	Gate artwork as well as EYFS Autumn, Spring and Summer. Assessment:	African masks and EYFS Autumn 2 when children created artwork with natural materials. Assessment:	Gate, and EYFS in Autumn, Spring and Summer. Drawing skills are built on throughout each topic of learning, following the 'Progression of Drawing' document. Assessment:
Future knowledge	Painting: Class 4, Autumn 2 (Potion bottles) Class 5, Summer 2 (Henri Rosseau)	Textiles: Cycle B.	Drawing: Class 4, Summer 2 (Astronauts) Class 5, Summer 2 (Henri Rosseau)
Knowledge (new learning/key learning)	I can experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects. I can work on a range of scales e.g. thin brush on small picture etc. <i>For example- Colour: Mix colours and know which primary colours make secondary colours. Use more specific colour language – e.g. names for different blues Mix and use tints and shades.</i>	I can use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. I can match the tool to the material. I can develop skills in stitching, cutting and joining.	I can experiment with ways in which surface detail can be added to drawings. I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. I can experiment with different grades of pencil and other implements to create lines, marks, form, shapes and tone. I can create textures with a wide range of drawing implements. <i>For example- Children use journals to collect and record visual information from different sources. Form: Draw for a sustained period of time at an appropriate level. Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way. Apply a simple use of pattern and texture in a drawing.</i>
Skills	Year 3: Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc.	Year 3: Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Colour fabrics.	Year 3: Use journals to collect and record ideas and include analysis of materials and artists' methods. Draw on different scales. Draw for a sustained period of time. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.

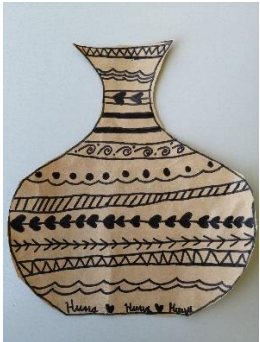
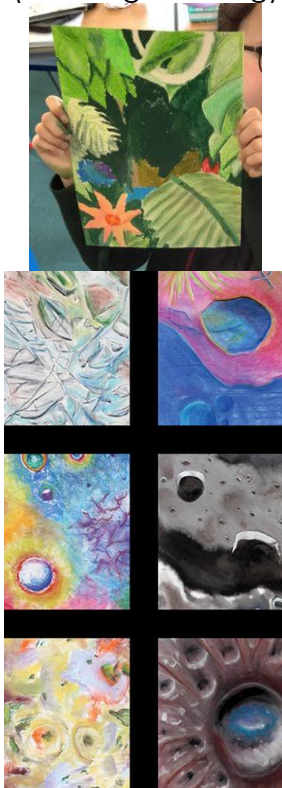
	Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades with accuracy. Create washes with watercolours for backgrounds. Year 4: Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades to create moods and expression.	Year 4: Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining Use applique techniques. Colour fabrics.	Experiment with different grades of pencil and other implements- Combine 2 or more in work. . Begin to show an awareness of objects having a third dimension. Use media to achieve variations in tone and shading. Apply a simple use of pattern and texture in a drawing. Year 4: Include analysis of materials and artists' methods. Bring more independence to choice of media and subjects in sketchbooks. Master detail in portraits, capture an expression or mood. Choose and combine media for a desired effect. Improve the awareness of 3-D and proportion in shapes. Use media to achieve improved variations in tone and shading. Create more detailed textures with a wide range of drawing implements and experiment layering media. Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal.
Vocabulary	Neutral Sombre Pastel Enhanced Mood Monochromatic Harmonious contrasting	Weave Thread Construction Sewing Symmetry Joining Stitching- running, overstitch, backstitch, blanket, French knot	Cross-hatching Hatching Scale Enlarge Blend/smudge Highlight Tone Proportion Still-life

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buzzard Class	Cycle A: DT focus unit.	Cycle A: Mischievous Mayans. Create Mayan tiles through creating printing blocks. (Printing) 	Cycle A: DT focus unit.	Cycle A: Space. On a space inspired background, create a drawing of an astronaut. Focus on the thickness of lines using various pens. (Drawing) 	Cycle A: DT focus unit.	Cycle A: Magic potions. Manipulate malleable materials to create small pottery based on potion bottles. Experiment with forming and constructing. (3D with painting) 
Assessment of <u>prior</u> knowledge (before)	Prior learning: 3D links to Class 1 Spring 2 when children created pillar sculptures and EYFS Summer 2 when children created vehicles using malleable materials. Painting links to Class 3 Autumn 2 when children created texturized backgrounds with rocks, Class 1 Autumn 2 when children created Town Gate artwork and EYFS Autumn, Spring and Summer. Assessment:		Prior learning: Printing links to Class 1 Summer 2 when children created floral prints, as well as EYFS in Spring 2 when children created printed scenes using fruit and vegetables. Assessment:		Prior learning: Drawing links to Class 3 in Summer 2 when children created Roman drawings, Class 1 in Autumn 2 when children create the Town Gate, and EYFS in Autumn, Spring and Summer. Drawing skills are built on throughout each topic of learning, following the 'Progression of Drawing' document. Assessment:	

Future knowledge	3D: Cycle B. Painting: Class 4, Autumn 2 (Potion bottles) Class 5, Summer 2 (Henri Rosseau)	Printing: Cycle B.	Drawing: Class 4, Summer 2 (Astronauts) Class 5, Summer 2 (Henri Rosseau)
Knowledge (new learning/key learning)	3D: I can join clay adequately and construct a simple base for extending and modelling other shapes. I can create surface patterns and textures in a malleable material. I can use recycled, natural and manmade materials to create sculptures. I can produce intricate patterns and textures in a malleable media. <i>For example-</i> <i>Plan, design and make models from observation or imagination. Use papier mache to create a simple 3-D object. Shape, form, model and construct from observation or imagination. Plan a sculpture through drawing and other preparatory work</i> <i>Develop skills in using clay incl. slabs, coils, slips, etc.</i> Painting: I can experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects. I can use more specific colour language – e.g. names for different blues. <i>For example-</i>	I can create printing blocks using a relief or impressed method. I can create repeating patterns. I can use relief or impressed method. I can work into prints with a range of media e.g. pens, colour pens and paints. <i>For example-</i> <i>Print with two colour overlays. Create printing blocks by simplifying an initial journal idea. Create prints with three overlays.</i>	I can experiment with ways in which surface detail can be added to drawings. I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. I can experiment with different grades of pencil and other implements to create lines, marks, form, shapes and tone. I can create textures with a wide range of drawing implements. <i>For example-</i> <i>Children use journals to collect and record visual information from different sources. Form: Draw for a sustained period of time at an appropriate level. Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way. Apply a simple use of pattern and texture in a drawing.</i>

	<i>Work on a range of scales e.g. thin brush on small picture etc.</i> <i>Colour: Mix colours and know which primary colours make secondary colours. Mix and use tints and shades.</i>		
Skills	3D (Year 4): Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3-D object. 3D (Year 5): Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay incl. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. Explain how an artist might influence their own work. Painting (Year 4): Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc.	Year 4: Create printing blocks using a relief or impressed method developed from a drawing. Create repeating patterns with planned translation or rotation. Print with two colour overlays. Year 5: Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Build up layers of prints for a desired effect. Work into prints with a range of media e.g. pens, colour pens and paints.	Year 4: Include analysis of materials and artists' methods. Bring more independence to choice of media and subjects in sketchbooks. Master detail in portraits, capture an expression or mood. Choose and combine media for a desired effect. Improve the awareness of 3-D and proportion in shapes. Use media to achieve improved variations in tone and shading. Create more detailed textures with a wide range of drawing implements and experiment layering media. Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal. Year 5: Draw on different scales. Be confident to learn from mistakes. Work in a sustained and independent way to create a detailed drawing. Identify artists who have worked in a similar way and try out their methods. Start to develop their own style using tonal contrast and hatching. Continue to improve on observational details. Begin to develop an awareness of composition, scale and proportion in their

	Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades to create moods and expression. Painting (Year 5): Develop a painting from a drawing Use acrylic paint. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.		paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition
Vocabulary	Embellish Mould Twist Purpose Malleable Form Sculpt Weathered	Reverse Indent Press-print Incisions Combination Reduction printing Inverted	Composing Proportion Tonal quality Graphic marks Hue Colour wash Structure Portrait Dimension

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eagle Class	Cycle A: DT focus unit.	Cycle A: Ancient Greece. (Collage) Create an Ancient Vase from using plastic bottles and mod rock. Create ancient drawings on collaged materials to cover the vases.  	Cycle A: DT focus unit.	Cycle A: Amazing Amazon. Look at animals from the rainforest- focus on their eyes and other features. Create digital art based on these features. digital art – Primary School Art (Digital) 	Cycle A: DT focus unit.	Cycle A: Explorers Use Henri Rousseau to create a piece of work relating to exploring the jungle. This should link back to prior knowledge of this artist from Class 2. Children create their own world that they would like to explore. (Drawing/Painting) 

Assessment of prior knowledge (before)	Prior learning: Collage links to Class 2 Autumn 1 when children created pirate scenes and EYFS Autumn and Summer when children created astronaut portraits and giant heads. Assessment:	Prior learning: Digital art links to Class 2 Spring 2 when children created digital pictures linking to Wind in the Willows. Assessment:	Prior learning: Drawing links to Class 4 in Summer 2 when children created astronauts, Class 3 in Summer 2 when children created Roman drawings, Class 1 in Autumn 2 when children create the Town Gate, and EYFS in Autumn, Spring and Summer. Drawing skills are built on throughout each topic of learning, following the 'Progression of Drawing' document. Assessment:
Future knowledge	Collage: Cycle B	Digital: Cycle B	Drawing/Painting: Cycle B
Knowledge (new learning/key learning)	I can add collage to a painted, printed or drawn background. I can use a range of media to create collage. I can use different techniques, colours and textures etc. when designing and making pieces of work. <i>For example- Use collage as a means of extending work from initial ideas.</i>	I can present recorded visual images using software e.g. Photo Story, PowerPoint. I can use a graphics package to create and manipulate new images. I can create layered images from original ideas. <i>For example- Record, collect and store visual information using digital cameras. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Teach children to understand that a digital image is created by layering.</i>	Drawing: I can work from a variety of sources including observation, photographs and digital images. I can identify artists who have worked in a similar way to my own work. I can experiment with wet media to make different marks, lines, patterns, textures and shapes. I can explore colour mixing and blending techniques with coloured pencils. <i>For example- Children can work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Lines, marks, tone, form & texture: Use dry media to make different marks, lines, patterns and shapes within a drawing. Use different techniques for different purposes.</i> Painting: I can develop a painting from a drawing.

			I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <i>For example-</i> <i>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</i> <i>Colour: Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.</i>
Skills	Year 5: Add collage to a painted, printed or drawn background. Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas. Use ceramic mosaic Year 6: Add collage to a painted, printed or drawn background Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas. Use ceramic mosaic. Adapt, extend and justify their work.	Record, collect and store visual information using digital cameras. Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas.	Year 5 (Drawing): Draw on different scales. Be confident to learn from mistakes. Work in a sustained and independent way to create a detailed drawing. Identify artists who have worked in a similar way and try out their methods. Start to develop their own style using tonal contrast and hatching. Continue to improve on observational details. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition Year 6 (Drawing): Journals to include analysis of artists' methods as well as personal interactions with artists' work. Draw on different scales. Be confident to learn from mistakes. Work in a sustained and independent way to create a detailed drawing.

			Identify artists who have worked in a similar way and try out their methods. Start to develop their own style using tonal contrast and hatching. Be able to explain their desired intentions and effects. Combine dry and wet media. Begin to use simple perspective in their work using a single focal point and horizon. Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Year 5 (Painting): Develop a painting from a drawing. Use acrylic paint. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. Year 6 (Painting): Show an awareness of how paintings are created i.e. composition. Explain their choices.
Vocabulary	Stains Inks Represent Geometric patterns Cubist Multimedia Aspects Dimensions Mosaic	Scaling Elements Photo-real image Abstract Expressive Applicators	Built-up surface Brushwork Stains Inks Palette of colours Scale Image

*Drawing unpins each unit of Art.

Cycle B: 2022-23

Cycle A: 2023-24

Cycle B: 2024-25

Cycle A: 2025-26