

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owls	All about me: Exploring colours and creating portraits of themselves (Drawing). Creating portraits of themselves as astronauts (Collage). 	Winter: Experimenting with natural materials as artwork (Textiles). Looking at tones of colours. Tree rubbings. (Printing) Using collage to create Jack Frost characters (using cold colours- Collage). 	Transport: Make Chinese dragons and lanterns for Chinese New Year (using warm colours. 3D). Creating models of vehicles using malleable materials. Painting models using matching colours (3D).  	Growing: Using different media to create a butterfly (Collage). Observational drawing of living things- plants, foods, friends, animals (Drawing). Printing with vegetables and fruits (Printing) 	Fairy tales: Using technology to create pictures of castles (2D shapes- Digital). Drawing/painting story spoons to create book characters (Drawing/Painting). Using textiles for finger puppets (Textiles). Exploring collage materials to create a giant's head (Collage). 	People who help us: Drawings of visitors- train driver, Priest, fire brigade, etc (Drawing and Painting). 
Prior knowledge	Baseline Assessment in first few weeks of school (Makes simple representations. Recognise simple colours)	Working with simple colours- recognising and mixing them. Looking at simple 2D shapes within Numeracy, linking to shape, space and measure.	Working with simple colours- recognising and mixing them (Autumn). Drawings throughout Autumn term	Butterfly collage linking to prior knowledge with Autumn 2's Jack Frost work. Observational drawings linking to prior	Castle pictures linking to prior knowledge in working with natural materials to create simple representations in Autumn 2. Collage linking to Jack Frost in Autumn 2.	Colours linking to simple representations throughout the year. Working with malleable materials linking to

			through daily mark making interventions.	knowledge throughout mark making sessions within the year, as well as Spring 1 visitor drawings.		daily dough disco interventions.
Future knowledge	Year 1 Collage Under the sea	Year 1 Hot colour drawings and painting.	Year 2 3D Castles	Year 1 Printing Peter Rabbit and growing.	Year 2 Collage Fairytale	Year 2 Pop art printing
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 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 experiment with ways to enclose a space and create shapes. I can continue to explore colour and how colours can be changed. I can use a variety of drawing tools and techniques – paint, oils, pastels, charcoal. I can shape malleable materials. I can manipulate materials effectively and use tools for a purpose when	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 print with a variety of mediums and materials, e.g. natural objects, pom poms, potatoes.	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 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.

			shaping and moulding.		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	Folding cold colours- blue, purple, black Line/shape- thick, thin, big, small	Model Rolling Kneading Shaping Smooth	Pattern Symmetry Printing Technique Observe	Brush strokes Shapes Positional language- on top of, under, next to	Pattern Symmetry Repeating Line Image

	created through mixing) Drawing Shape Collage Cutting Materials	Materials Joining	Rough	Still drawing Rubbing Pattern	Collage Textiles Joining	Observational Features Mixing
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>	Cold Places: Mixing Materials Looking at cold colours, linking to places. Combining drawing and painting to create scenes. Use of lines to create shape. Link final piece to cold colours. Link to line work to winter and the seasons.	<i>DT focus unit.</i>	Observational Drawing: Plants and flowers Looking at a wide range of real-life plants and making observational drawings of these. (Drawing) 	<i>DT focus unit.</i>	People who help us: 3D models Creating 3D model of someone who helps us using malleable materials. 

		(Drawing, painting) 				
Assessment of prior 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 throughout the year during each topic.		Prior learning: Printing links to EYFS Spring 2 when children printed with vegetables to create scenes and representations.		Prior learning: Making 3D models in Reception of transport vehicles.	
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)				3D: Class 4, Autumn 2 (Potion bottles) Stone age sculptures (Class 4)	
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 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 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>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> <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> <i>I can name different types of paint and their properties – ready mix, watercolour.</i> <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>I can build repeating patterns and recognise pattern in the environment.</i> <i>I can create simple printing blocks with press print.</i> <i>I can design more repetitive patterns.</i> <i>For example-</i> <i>Colour: Experiment with overprinting motifs and colour.</i> <i>Texture: Make rubbings to collect textures and patterns.</i>	<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>
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.	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 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.

	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.	Create simple printing blocks with press print and plasticine. Make rubbings to collect textures and patterns.	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	Cold colours Primary colours Secondary colours Tone (darker or lighter versions of a colour) Sketch Bold Joining lines to create shape Mixing Stroke Impasto	Sketch Draw Line Shade Colour Tone	Construct Pinch Pull Press Impression 3D 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	<i>DT focus unit.</i>	Castles: Look at Paul Klee and his technique of cubism in 'The castle and the sun'. Create own castle

		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) 		material to make an owl collage. 		sculptures, exploring the shapes within the brick work. (3D) 
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.	
	Assessment:					
Future knowledge	Digital: Class 5, Spring 2 (Animal eyes)		Collage: Class 5, Autumn 2 (Ancient vases)		3D: Class 4, Autumn 2 (Potion bottles) Class	
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 create images from a variety of media e.g., photocopied material, fabric, crepe paper, magazines etc.		I can manipulate malleable materials in a variety of ways including rolling and kneading.	

	I can use a simple graphics package to create images and effects. 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 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>	I can manipulate malleable materials for a purpose, e.g., pot, tile I can understand the safety and basic care of materials and tools. <i>For example-</i> <i>Form: Experiment with constructing and joining recycled, natural, and manmade materials. Use simple 2-D shapes to create a 3-D form.</i> <i>Texture: Change the surface of a malleable material e.g., build a textured tile.</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.	Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal. Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and man-made materials. Change the surface of a malleable material e.g. build a textured tile.
Vocabulary	Digital Neon Line Shape Layering	Collage Complementary colours Adjacent Linear Texture Optical illusion	Cold colours Construct Pinch Pull Press Impression 3D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red Kites	Cycle B: <i>DT focus unit.</i>	Cycle B: Stone Age to Bronze Age. Use malleable materials to create Stone Age sculptures. (3D) 	Cycle B: <i>DT focus unit.</i>	Cycle B: Magnets. Create magnetic artwork. Use drawing skills to draw around the paintwork, creating illustrations throughout the piece. (Painting, Drawing) 	Cycle B: <i>DT focus unit.</i>	Cycle B: WW1. Create a class display through printing. This may be a WW1 fallen soldier around the poppies or a poster to recruit for the war (examples). (Printing) 

Assessment of prior knowledge (before)	Prior learning: 3D links to Class 1 in Spring 2 when children created pillar sculptures and EYFS in Summer 2 when children created vehicles using malleable materials. Assessment:	Prior learning: Drawing links to Class 1 in Autumn 2 when children created 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:	Prior learning: Printing links to Class 1 in Summer 2 when children created floral prints and EYFS in Spring 2. Assessment:
Future knowledge	3D: Cycle A	Drawing: Class 4, Autumn 2 (Beowulf) Class 5, Spring 2 (River scene)	Printing: Cycle A
Knowledge (new learning/key learning)	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 papier mache to create a simple 3-D object. <i>For example: Plan, design and make models from observation or imagination.</i>	I can draw for a sustained period of time at an appropriate level. I can begin to show an awareness of objects having a third dimension. <i>For example: Experiment with ways in which surface detail can be added to drawings Use journals to collect and record visual information from different sources.</i> <i>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</i> <i>Experiment with different grades of pencil and other implements to create lines and marks.</i> <i>Experiment with different grades of pencil and other implements to draw different forms and shapes.</i>	I can create printing blocks using a relief or impressed method. I can create repeating patterns. I can print with two colour overlays.
Skills	Year 3 and Year 4 have the same set of skills in LKS2 LPDS: Plan, design and make models from observation or imagination.	Year 3: Use journals to collect and record ideas and include analysis of materials and artists' methods. Experiment with greater control how surface detail can be added to drawings.	Year 3 and Year 4 have the same set of skills in LKS2 LPDS: Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string. Create repeating patterns with planned translation or rotation.

	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.	Draw on different scales. Draw for a sustained period of time. Observe greater detail in portraits. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. 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. Year 4: Experiment with greater control how surface detail can be added to drawings. Draw on different scales. Bring more independence to choice of media and subjects in sketchbooks. Draw for a sustained period of time. Master detail in portraits, capture an expression or mood. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements. Choose and combine media for a desired effect.	Print with two colour overlays.
Vocabulary	Embellish Mould Twist Purpose Malleable Form	Cross-hatching Hatching Scale Enlarge Blend/smudge Highlight	Reverse Indent Press-print Incisions Combination Reduction printing

	Sculpt Weathered	Tone Proportion Still-life	Inverted
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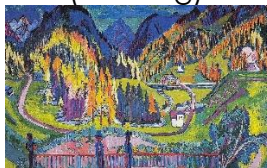
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buzzards	Cycle B: <i>DT focus unit.</i>	Cycle B: Beowulf. Produce intricate patterns and textures within malleable material to create dragon eyes, linking to the Literacy text focus of Beowulf. (Drawing in sculpture) 	Cycle B: <i>DT focus unit.</i>	Cycle B: The Art of Food. Create a collage of food in a basket. Use various materials to create different techniques to produce a picture with various feelings of each food. For example, a woven basket using soft wicker or orange peel for oranges. (Collage) 	Cycle B: <i>DT focus unit.</i>	Cycle B: Ancient Egypt. Explore Ancient Egyptian animals and create close up eyes using digital art (Brushes Redux App). Use Paula Weigmink as the artist. (Digital) 

Assessment of prior knowledge (before)	Prior learning: Drawing links to Class 3 in Spring 2 when the children created magnetic artwork, Class 1 in Autumn 2 when the children created the Town Gate and EYFS throughout Autumn, Spring and Summer. Drawing skills are built on throughout each topic of learning, following the 'Progression of Drawing' document. Assessment:	Prior learning: Collage links to Class 2 in Autumn 2 when children created pirate scenes, and in EYFS when children created astronauts and giant's heads in Autumn and Spring terms. Assessment:	Prior learning: Digital art links to Class 2 in Spring 2 when the children created artwork based on Wind in the Willows, and links to EYFS in Summer 1 when children created 2D shape castles using laptops. Assessment:
Future knowledge	Drawing: Class 5, Spring 2 (River scene)	Collage: Cycle A	Digital: Cycle A
Knowledge (new learning/key learning)	Year 4: I can draw for a sustained period of time at an appropriate level. I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. and shapes. I can begin to show an awareness of objects having a third dimension. <i>For example: Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources.</i> <i>Experiment with different grades of pencil and other implements to create lines and marks.</i> <i>Experiment with different grades of pencil and other implements to draw different forms.</i>	Year 4: I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. <i>For example: Use collage as a means of collecting ideas and information and building a visual vocabulary.</i> Year 5: I can add collage to a painted, printed or drawn background. I can use collage as a means of extending work from initial ideas. <i>For example: Use a range of media to create collages. Use different techniques, colours and textures etc. when designing and making pieces of work.</i>	Year 4: I can use a graphics package to create images and effects with lines by controlling the brush tool with increased precision- change the type of brush to an appropriate style, create shapes by making selections to cut, duplicate and repeat. I can experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. <i>For example: Record and collect visual information using digital equipment. Present recorded visual images using software.</i> Year 5: 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 Import an image (scanned, retrieved, taken) into a graphics package.

	Year 5: I can work in a sustained and independent way to create a detailed drawing. I can experiment with wet media to make different marks, lines, patterns, textures and shapes. I can start to develop my own style using tonal contrast and mixed media. I can begin to develop an awareness of composition, scale and proportion in my paintings e.g. foreground, middle ground and background. <i>For example: Work from a variety of sources including observation, photographs and digital images.</i> <i>Explore colour mixing and blending techniques with coloured pencils Use different techniques for different purposes i.e. shading, hatching within their own work.</i> <i>Develop close observation skills using a variety of view finders.</i> <i>Use a journal to collect and develop ideas Identify artists who have worked in a similar way to their own work.</i> <i>Lines, marks, tone, form & texture: Use dry media to make different marks, lines, patterns and shapes within a drawing.</i> <i>Perspective and Composition: Begin to use simple perspective in their work using a single focal point and horizon.</i>		I can create layered images from original ideas. <i>For example: Record, collect and store visual information using digital cameras. Understand that a digital image is created by layering.</i>
Skills	Year 4: Use journals to refine and alter drawings. Include analysis of materials and artists' methods.	Year 4: Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Year 4: Record and collect visual information using digital cameras. Present recorded visual images using software.

	Experiment with greater control how surface detail can be added to drawings. Draw on different scales. Bring more independence to choice of media and subjects in sketchbooks. Draw for a sustained period of time. Master detail in portraits, capture an expression or mood. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements. Choose and combine media for a desired effect. Year 5: Use a journal to collect and develop ideas which feed into a main piece of work. Journals to include analysis of artists' methods as well as personal interactions with artists' work. Work from a variety of sources and continue to be experimental. 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. Develop close observation skills using a variety of view finders. Continue to improve on observational details.	Use collage as a means of collecting ideas and information and building a visual vocabulary. Mix collage with other media. 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.	Use a graphics package e.g. BeFunky to create images and effects with; lines by controlling the brush tool with increased precision, change the type of brush to an appropriate style, create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. Year 5: Record, collect and store visual information using digital camera. 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.
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Vocabulary	Composing Proportion Tonal quality Graphic marks Hue Colour wash Structure Portrait Dimension	Stains Inks Represent Geometric patterns Cubist Multimedia Aspects Dimensions Mosaic	Scaling Elements Photo-real image Abstract Expressive Applicators
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eagles	Cycle B: <i>DT focus unit.</i>	Cycle B: Hallo Germany! Explore German Expressionism and create a piece of art through painting that showcases the beauty of Germany. (Painting) 	Cycle B: <i>DT focus unit.</i>	Cycle B: Rivers. Explore perspective, composition, lines and marks through drawing a river scene. Allow experimentation with wet media to create the effect of a river. (Drawing) 	Cycle B: <i>DT focus unit.</i>	Cycle B: Alaskan Adventures. Create landscape weaving through textiles. (Textiles) 
Assessment of prior knowledge (before)	Prior learning: Painting links to Class 3 in Spring 2 when children created magnetic art, to Class 1 in Autumn 2 when the children created		Prior learning: Drawing links to Class 4 in Autumn 2 when the children created Beowulf sculptures with intricate details of drawing in the medium being the		Prior learning: Textiles links to Class 2 in Summer 2 when the children created African masks as well as in EYFS Summer 2	

	the Town Gate and throughout Autumn, Spring and Summer in EYFS. Assessment:	outcome. It also links to Class 3 in Spring 2 when children created magnetic art and to Class 1 in Autumn 2 when the children created the Town Gate. Drawing links to EYFS throughout Autumn, Spring and Summer. Drawing skills are built on throughout each topic of learning, following the 'Progression of Drawing' document. Assessment:	when the children created vehicles using malleable materials. Assessment:
Future knowledge	Painting: Cycle A	Drawing: Cycle A	Textiles: Cycle A
Knowledge (new learning/key learning)	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.</i> <i>Be able to identify and work with complementary and contrasting colours.</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-</i> <i>Children can work in a sustained and independent way to create a detailed drawing.</i> <i>Develop close observation skills using a variety of view finders.</i> <i>Use a journal to collect and develop ideas.</i> <i>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>	Use different grades of threads and needles. Experiment with batik or felt techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.

Skills	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.	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	Both Year 5 and 6 are to complete the same set of skills in accordance with the LKS2 LPDS: Use different grades of threads and needles. Experiment with batik or felt techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
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		their paintings e.g. foreground, middle ground and background.	
Vocabulary	Built-up surface Brushwork Stains Inks Palette of colours Scale Image	Composing Proportion Tonal quality Graphic marks Hue Colour wash Structure Portrait Dimension	Weave Thread Construction Sewing Symmetry Joining Stitching- running, over stitch, backstitch, blanket, French knot