

- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.
- Annotate work in sketchbook.
- Use the sketch book to reinforce skills taught in previous years and strengthen technique.



Year 6

- To produce a clay over wire armature to represent our school motto - 'Bright, Successful and Proud'. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.
- Recognise sculptural forms in the environment: Furniture, buildings. Use language appropriate to skill and technique.



- Show experience in combining pinch, slabbing and coiling to produce end pieces. (Making a Canopic jar.)
- Develop understanding of different ways of finishing work: glaze, paint, polish
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
- Use language appropriate to skill and technique.



- Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.
- Compose a photo with thought for textural qualities, light and shade.



- Explore a range of great Artists designers in history. Discuss their work as well as their own expressing thoughts and feelings explaining their views.
- To know that works of art can be significant for many reasons.
- For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.
- To recognise the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.



- Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspectives in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their pictures.



- Work in a sustained and independent way to develop their own style of painting.
- This style may be through the development of: colour, tone and shade.
- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
- To show a greater awareness of perspective when painting.
- Develop an awareness of composition, scale and proportion in their paintings.



- Demonstrate experience in a range of printmaking techniques.
- Describe techniques and processes.
- Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.



- To know that materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork.
- Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.
- Consider the use of colour for mood, feelings and atmosphere.



- Have an opportunity to explore modern and traditional artists using ICT and other resources.
- Use digital software to help enhance their 'ice art' thinking about colour intensity, angle of photo.
- Combine a selection of images using digital technology considering colour, size and rotation.



Year 5



Amira - Art

- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix and match colours to create atmosphere and light effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop their own style using tonal contrast and mixed media.
- To continue to develop an awareness of perspective when painting.











- To use visual elements including line, light, shape, colour, pattern, tone, space and form.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.



- Use tools in a safe way.
- Continue to gain experience in overlapping colours.
- Start to overlay prints with other media.
- Show experience in a range of monoprint techniques.



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Year 4

- Continue to explore 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
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- Respond to art from other cultures and other periods of time.
- Identify changes they might make or how their work could be developed further.



- Use a range of brushes to demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.
- Become increasingly confident in creating different effects and textures with paint according to what they need for the task.
- Understand how to create a background using a wash.



- Print simple pictures using different printing techniques.
- Combine prints taken from different objects to produce an end piece.
- Continue to experiment with pattern, rotation and overlapping and also use a range of colour. Continue to explore relief printing (including string, insulation and polystyrene tile printing).
- Print on different types of paper.



- Create textures and patterns with a wide range of drawing implements.
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- Create art works from natural materials to show an awareness of different viewpoints of the same object.
- Use a range of stitches to add detail and texture to fabric or mixed-media collages.



- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours.
- Use a sketchbook to express feelings about a subject.
- Make notes in a sketch book about techniques used by artists
- Start to annotate ideas.



- Develop patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B)



- Use equipment and media with confidence.
- Continue to explore carving as a form of 3D art (Link to Anglo-Saxon Stone Carving).
- Develop intricate surface patterns/ textures and use them when appropriate.
- Use language appropriate to skill and technique.
- To make a large collaborative stone sculpture in the style of Andy Goldsworthy.
- Demonstrate awareness in environmental sculpture and found object art.
- Show awareness of the effect of time upon sculptures ie Angel of the North.



Year 4

- Discuss and review their own and others' work, expressing thoughts and feelings, and identifying modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.
- To learn that historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.
- To know the significance of art, architecture or design from history and create work inspired by it.



- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours for future works. Express likes and dislikes through annotations. Use a sketchbook to adapt and improve ideas and skills. Annotate to indicate their intentions/purpose of a piece of work.



- Decorate, coil, and produce marquettes.
- Adapt work as and when necessary and explain why.
- Learn to make their own slip to join pieces of clay together
- Produce more intricate surface patterns/textures
- Gain more confidence in carving as a form of 3D art.
- Use language appropriate to skill and technique.



- Create a piece of art which includes integrating a digital image they have taken.
- Take a photo from an unusual or thought-provoking viewpoint.



- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Use complimentary and contrasting colours for effect.
- To know warp and weft are terms for the two basic components used in loom weaving.
- Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.



- Expand experience in 3 colour printing.
- Continue to experience combining prints taken from different objects to produce an end piece.
- Continue to explore both mono-printing and relief printing (including string, insulation and polystyrene tile printing). In the style of [Harry Bertoia](#)
- When making own printing blocks add more detail after 1st print and print again with a 2nd colour.











- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Begin to choose appropriate media to work with.
- Use light and dark within painting and show understanding of complementary colours.
- Mix colour, shades and tones with increasing confidence.
- Work in the style of a selected artist
- Begin to show an awareness of perspective when painting.



- To use different grades of pencil to explore tone.
- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.
- Have opportunities to develop further drawings featuring the third dimension and perspective.
- Include in their drawing a range of techniques and begin to understand why they best suit.



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- Use equipment and media with increasing confidence.
- Use clay and other malleable material to create an imaginary or realistic form - e.g. clay pot, figure, structure etc.
- To learn to join clay pieces together.



Year 2

- Continue to explore and experiment with a variety of malleable media.
- To manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Continue to impress and apply simple decoration techniques, including painting.
- Use tools and equipment safely and in the correct way.



- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel - link to emotions.
- To produce a piece of art inspired by a famous artist.



- Experiment with a variety of media; pencils, crayons, pastels, felt tip, charcoal, pen, chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Develop a range of tones using a pencil and use a variety of drawing techniques such as: hatching (lines), scribbling, pointillism (dots using Seurat as an Artist), and blending to create light/ dark lines.



- Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.
- Understand how to make tints using white and tones by adding black to make darker and lighter shades.
- Build confidence in mixing colour shades and tones.
- Be able to mix all the secondary colours using primary colours confidently.
- Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.
- Painting in the style of given artists - Van Gogh and Martin Wiscombe who painted on wood to cause a retro older effect.



- Start to record simple media explorations in a sketchbook.



- Continue to investigate tone by drawing light/dark lines, light/dark pattern, light/dark shapes using a pencil. Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.



- Understand how to use 'zoom' to show an object in detail - e.g. using a viewfinder to focus on a specific part of an artefact before drawing it.



Year 1

- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Use equipment and media correctly and be able to produce a clean printed image.
- Make simple marks on rollers and printing palettes.
- Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.



- Investigate textures and produce an expanding range of patterns.
- Use line and tone in different media to consider shape, shade, pattern and texture.
- Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)
- Express links between colour and emotion.



- Use a sketchbook to plan and develop simple ideas.
- Build information on colour mixing, the colour wheel and colour spectrums.



- Experiment with paint media using a range of tools, e.g. different brush sizes, hands, rollers and pads.
- Explore techniques such as lightening and darkening paint without the use of black or white (using water or less paint).
- Begin to show control over the types of marks made.
- Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.











- Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge etc.
- Use equipment and media correctly and be able to produce a clean printed image.
- Explore printing in relief: e.g. String and card.
- Begin to identify forms of printing. Use printmaking to create a repeating pattern. (Orla Kieley)



- Investigate textures by describing, naming, rubbing, copying.
- Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.
- Use printmaking to create a repeating pattern. (Kusama)



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- Look and talk about what they have produced, describing simple techniques and media used.
- Start to be introduced to various artists/designers and look at their works sharing their likes and dislikes.



- Enjoy using a variety of malleable media such as clay, salt dough.
- Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. junk modelling, natural and manmade materials.



- Enjoy taking rubbings: leaf, brick, bark.
- Simple pictures by printing from objects such as manmade and natural materials.
- Develop simple patterns by using objects.
- Enjoy using stencils to create a picture.
- Hand, finger and foot printing.
- Printing with a variety of hard and soft materials, natural and manmade. impressed printing (drawing into paint) using combs, scrapers, forks cars etc.



- Enjoy using various tools such as; fingers, hands, chalk, pens and pencils.
- Use and begin to control a range of media.
- Draw on different surfaces and coloured paper.
- Produce lines of different thickness and tone using a pencil.
- Start to produce different patterns and textures from observations, imagination and illustrations.
- Begin to indicate facial expressions in drawings.



- Drawing simple representations of people, objects using a simple computer program.



- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.
- Recognise and name the primary colours being used.
- Mix and match colours to different artefacts and objects.
- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper, foil, tyres etc.



- Enjoy playing with and using a variety of textiles and fabric.
- Decorate a piece of fabric.
- Show experience in simple weaving: paper, ribbons, twigs.
- Show experience in fabric collage.
- Use appropriate language to describe colours, media, equipment and textures.



EYFS

- Look and talk about what they have produced, describing simple techniques and media used.



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