



Association of *Bedfield* & *Wetheringsett*
C of E Primary Schools



Overview of Art Planning

Three Big Ideas:

Inspiration: The children learn about and become inspired by artists through time, place and significant movements

Experimentation: The children use different skills, tools and media to develop their artistic skills and techniques

Expression: The children show their thoughts, feelings and ideas visually and evaluate their work to make improvements

(Cycle 1)	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Reception	<p>Drawing</p> <p>The natural world The children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Fine motor The children begin to show accuracy and care when drawing.</p>	<p>Painting</p> <p>Expressive Arts The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. The children share their creations, explaining the process they have used.</p>	<p>Printing</p> <p>Expressive Arts The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (potato and cardboard shape printing/printing with stamps)</p> <p>The children share their creations, explaining the process they have used.</p>	<p>Collage</p> <p>Expressive Arts The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - they use materials such as clay, sand, plasticine. They share their creations, explaining the process they have used.</p> <p>Fine motor skills The children use a range of small tools, including scissors, paintbrushes and cutlery. Children glue surfaces and mix</p>	<p>Junk modelling</p> <p>Expressive Arts The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used.</p> <p>Fine motor skills They use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Textiles</p> <p>Expressive Arts The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used.</p> <p>Fine motor skills The children use a range of small tools, including scissors, paintbrushes and cutlery.</p>

				materials with increasing accuracy.		
Year 1/2	<p>Drawing</p> <p>Inspiration I can identify work by illustrator Lenley Dodd I can describe the appearance of characters in her stories</p> <p>Experimentation I can mark make with pencils and pastels I can use vocabulary to describe marks I can show texture using different marks</p> <p>Expression I can create images of animals using different marks I know how to use pencil lines and pastels to create my images I know how to show line and form in my drawings</p>	<p>Painting</p> <p>Inspiration I can describe works by Jasper Johns I can identify features of his work</p> <p>Experimentation I can identify and mix colours to make new ones I can add tone to colours I can explore and create different brush strokes</p> <p>Expression I can create a painting with different overlaid numbers I can mix different colours and use them in my painting I know how to create paintings using line, colour and form</p>	<p>Printmaking</p> <p>Inspiration I can study and talk about the work of Dan Mather and Pablo Picasso I can describe examples of simple block and collograph prints I can observe relief print making I can use my observations to create my own prints using the same technique</p> <p>Experimentation I can direct print I can overprint I can make a clay/cardboard slab block</p> <p>Expression I know how to design and create print blocks with different shapes and materials I can print using</p>	<p>Collage</p> <p>Inspiration I can identify features of the work of Henri Matisse/Linda Caverley I can use some of their ideas to create my own work with these features</p> <p>Experimentation I know how to overlay materials I can identify and chose to use hot and cold colours I can sort and arrange contrasting materials</p> <p>Expression I know what a collages are ways they can be made I know how to create a collage with contrasting colours, shapes and materials</p>	<p>3D</p> <p>Inspiration I can talk about the work of Molly Williams and Barbara Hepworth I can identify and replicate features of their work</p> <p>Experimentation I can explore making different 3D shapes with modelling materials I can design and create 3D shapes with modelling materials and clay</p> <p>Expression I can use inspiration from focus artists and my imagination to produce a 3D model I know how to create a standing sculpture with shape and form</p>	<p>Textiles</p> <p>Inspiration I can study and talk about the textile art of Diedrick Brackens and Rosie Lee Tompkins I can watch and learn form a demonstration of how to weave I can learn about dyed materials</p> <p>Experiment I can weave materials to bind them together I can embellish weaving using a range of materials I understand the fabric resist process I can wrap and knot fabric</p> <p>Expression I know how to create patterns using woven fabrics I can use fabrics in</p>

			direct printing methods, making images with shapes and repeating pattern			different ways to make patterns with different colours and textures
	<p>Year 1 Extends variety of use of drawing tools Observes and draws landscapes Observes patterns Observes anatomy – face, limbs</p> <p>Year 2 Experiments with tools and surfaces Uses drawing as a way of recording experiences and feelings Discusses use of light/dark and shadows Sketches to make quick records</p>	<p>Year 1 Names all colours Mixes colours Finds collections of colour Applies colour with a range of tools</p> <p>Year 2 Describes colours of objects Makes as many tones of one colour as possible using white Darkens colours without using black Uses colour on a broader scale – primary and secondary colours</p>	<p>Year 1 Create patterns Develops impressed images Carries out relief printing</p> <p>Year 2 Prints with a growing range of objects Identifies and uses relief and impressed printing</p>	<p>Year 1 Awareness of using and mixing materials Creates patterns with different materials</p> <p>Year 2 Experiments by arranging, folding, repeating, overlapping regular and irregular patterns Makes patterns on a range of surfaces with a range of materials</p>	<p>Year 1 Construction Uses materials to make known objects for a purpose Carves, pinches and rolls coils and slabs using modelling materials Makes simple joins and joints</p> <p>Year 2 Shows awareness of natural and man-made forms Expresses personal ideas Shapes and forms rigid and malleable materials from direct observation Use decorative techniques Replicates patterns and textures in 3D form Discusses own work and that of others</p>	<p>Year 1 Makes simple weavings Creates collages using various fabrics Discusses how textiles are used to make things Sorts textiles according to their qualities</p> <p>Year 2 Overlaps and overlays fabrics to create effects Uses large eye needles Does running stitch and simple applique work Starts to explore other types of stitching Creates collages with fabric</p>

<p>Vocabulary Focus on the bold words</p>	<p>Wriggling Zigzag Crawling Swaying Flying, Dark/light Thick/ thin Curved Straight Bold Hard/ soft Texture Surface Marks Shapes</p>	<p>Mixing Thick/thin paint Palette Impasto Stroke Opaque Hog hair brush Brush strokes Direction Straight Curved Flowing Shape Light Dark Horizontal, Lines Pop art</p>	<p>Print, Printing pad Blocks Overprint Surface Stencil Negative Dabbing Stroking Tone Darker/Lighter Feathered Stencil Layered Water based Slab Ink-up Relief Impression Relief block Texture Corrugated Raised Rubbing</p>	<p>Environment Overlapping, Sticking Arranging Collage Circle Hot colours Cold colours Sort Select Stripes Texture Soft Smooth Rough Spiky Shiny Dull, Rough Smooth Light Dark Font</p>	<p>Represents Shapes Figures Colours Symbol Surface, Modify Review Slab Inlay Coil Rolling Forming, Pinching Pulling Smoothing Imagination</p>	<p>Weaving Warp/weft, Over/under Wrap Knot Direction, Embellish Resist Hanging Strip Pattern, Repeat Attach Rubbing Texture Surface Wrapping Knotting Base</p>
<p>Year 3/4</p>	<p>Drawing Inspiration I can illustrate landscapes in the Jeffery the Maggot story I can study and discuss John Brunson's landscapes Experimentation</p>	<p>Painting Inspiration I can identify and discuss works by JMW Turner I can use ideas from his compositions to create my own seascapes Experimentation</p>	<p>Printing Inspiration I can study and discuss a range of African prints I can describe the colours and pattern forms in the prints I can study and discuss how Bisa Butler uses African prints in her work Experimentation</p>	<p>Collage Inspiration I can study, identify and describe the work of Andy Warhol I can take inspiration from his work to create multi- media collage Experimentation I can combine materials</p>	<p>3D Inspiration I can examine different types of shoes for different functions I can study shoes created by designers I can explain why shoes are designed in particular ways Experimentation</p>	<p>Textile Inspiration I can study and describe features of the work of Michael Brennan-Wood I can identify the materials he has used to construct it Experimentation I can dip dye I can use resist methods</p>

	<p>I can use a viewfinder to create a composition I can explore making different marks using pencils, oil pastels and graphite I can draw fine and thick lines, light and dark lines and smudge I can capture a landscape image Expression I can create a set of observational drawings I can create a composition using a view finder I can draw my composition, building it from a rough sketch, using Brunson's work as inspiration I know how to use a pallet of natural colours to create a landscape</p>	<p>I can mix paint to make identified colours I can mix colours for a purpose I can apply colours to represent images I can compare approaches to painting I can identify a horizon line in my painting I can build a composition based on a horizon line Expression I can respond to JMW Turner's work using a range of techniques I know how to paint a seascape using natural colours and a horizon line</p>	<p>I can identify shapes and patterns in designs I can explore how to print using shaped blocks I can print on different surfaces I can investigate how to make African style patterns using blocks Expression I can produce a printing block I can use it to print on a range of surfaces I can identify, create and print with a range of colours I know how to create African style printed patterns</p>	<p>(photographs/paints /inks/coloured paper) to match a purpose I can compare ideas and images I can explore purpose from artists Expression I can express my ideas in the style of a Pop artist using brush, ink, photographs, markers and collage I can mix colour, line and composition to create an image I know how to create a portrait or still life using collage in the style of a Pop artist</p>	<p>I can experiment with clay coils I can create forms with papier mache I can select materials and use them to create a shoe form I can use fabrics to cover a model Expression I can design my own footwear for a purpose I can use clay/papier mache/ fabrics to make a 3D model of a shoe I know how to create know how to design and create a 3D structure for a purpose</p>	<p>I can create, develop and adapt designs I can use and arrange different colours, shapes and forms Expression I can select appropriate approaches to communicate ideas I can organise and create materials to make an overall piece reflecting Michael Brennand-Wood's work I know how to create images on fabric</p>
	<p>Year 3 Experiment with the potential of grades of pencil pencils Show close observation of a landscape Draw both the positive and negative shapes</p>	<p>Year 3 Identify and mix primary colours to make natural colours – shades of blue, green and brown Make colour wheels</p>	<p>Year 3 Create reliefs and impressed printing Record textures and patterns Do colour mixing by overlapping colours Create monoprints Year 4</p>	<p>Year 3 Identify and use different materials Arrange materials to create pictures, patterns and effects Create compositions on a range of surfaces</p>	<p>Year 3 Shape, form, model and construct malleable and rigid materials Plan and develop models Identify and use different adhesives</p>	<p>Year 3 Use needles and threads Weave fabrics being aware of warp and weft Use different dying methods, including batik, dip dye, tie dye</p>

	<p>Create initial sketches as a preparation for painting/more detailed drawing Create accurate drawings of known landscapes Year 4 Identify and draw the effect of light – scale and proportion Create accurately drawn landscapes using a horizon line to support composition Identify and draw the effect of light – scale and proportion Create accurately drawn landscapes including proportion of features Work on a variety of scales Explore computer generated drawings</p>	<p>Introduce different types of brush techniques Apply colour using dotting, dashing, scratching Compose and develop a landscape from a rough sketch Year 4 Mix colours and create tints, tones and shade Observe colours and recreate them Chose suitable materials for the task – brushes, colours, paint rag Use colour to reflect mood</p>	<p>Use a sketch book for recording textures and patterns Interpret man made and environmental patterns Modify and adapt print</p>	<p>Create symmetrical and non-symmetrical images Year 4 Identify and use a range different materials Select and organise materials to create pictures, patterns and effects Create compositions on a range of surfaces Create different symmetrical and non-symmetrical images</p>	<p>and methods of construction Be aware of aesthetics of 3D construction Year 4 Plan and develop a 3D form Create surface patterns and textures on a 3D form Discuss own work, that of others and work of known sculptors Analyse and interpret natural and man made forms of construction</p>	<p>Year 4 Use a wider variety of stitches Use observation and design to use fabric to create textural art Experiment with using fabric, colour and composition to create different images and effects</p>
<p>Vocabulary Focus on the bold words</p>	<p>Graphic Marks Response Selecting Lines Shapes, Proportion, Direction Analysing Images Composing</p>	<p>Irregular, Shapes Surface Texture Brush strokes Light/dark Tone contrast Observe View finder Application</p>	<p>Explore, Design African prints Textiles Scratching Pressure Process Adapt Modify Press Print</p>	<p>Position Arrange Arrangement Photograph Photomontage Torn, Represent Position Overlapping Translucency Distortion</p>	<p>Cast Mould Design Purpose, Style Construct Embellish Modify Refine Advertise Adapt</p>	<p>Monoprinting Technique Non-porous Preparation Experiment Resist Technique Linear Review Modify Adjustments</p>

	<p>experimenting Exploring Linear Marks Define Divide Contour Respond Colour combination Flowing line Contour Lace Tonal quality Pencil control</p>	<p>Enlarge Reflect Seascape, Landscape, Horizon line Composition</p>	<p>Indented, Starting point Firmly Transfer, Transpose Block print Repeat Seal Rotate Pressure Reverse Process</p>	<p>Portrait Still life Photographic Facial Starting point Transposing Adapt Modify Equivalent Unique Reworking, Overworking Individual Multiple, Unique</p>	<p>Modify Coil Inner Outer Spiral Base Vertical Fabric Forming Dipping Wrapping Twisting</p> <p>Starting point</p>	<p>Combine Transpose Contemporary Textile artist Lattice Layering Responding Wrapping Knotting, Binding Threading Construction Attaching, Review Adapt</p>
Year 5/6	<p>Drawing Inspiration I can discuss some of the work of Francis Bacon and explain his influences and ideas I can identify features of Francis Bacon's work - portraiture and figures</p>	<p>Painting Inspiration I can study and compare the work of Patrick Heron and Patrick Caulfield's I can explain their style and their ideas</p>	<p>Print Inspiration I can examine and discuss the work of Chinwe Chukwuogo -Roy I can identify techniques she uses to create her images</p>	<p>Collage Inspiration I can study an eclectic range of Pablo Picasso and George Braque's work I can discuss and compare examples</p>	<p>3D Inspiration I can identify and discuss the work of Henry Moore I can explain his forms and their points of inspiration Experiment</p>	<p>Textiles Inspiration I can study and identify features of Friedrich Hundertwasser's work I can study and compare a range of</p>

	<p>Experimentation I can use photographs and life drawing to create portraits I can use a range of drawing techniques and materials to experiment with drawing in Bacon's style – smudging line, circular form I can draw to scale and enlarge my own drawings I can use tone I can draw shadow and create highlights for effect</p> <p>Expression I can draw a self portrait using shadow and a range of tone for dramatic effect I know how to use photographic sources from a range of scales to create a portrait</p>	<p>behind using an outlined style</p> <p>Experimentation I can explore line and contour in creating images of interiors I understand how to use outlines to create effects I can work on a large style</p> <p>Expression I can draft a composition of an interior scene with featured objects I can create strong, bold outlines in my scene and flat bold colours I know how to create a composition in paint in the style of Patrick Heron and Patrick Caulfield</p>	<p>I can discuss the ideas behind her work</p> <p>Experimentation I can experiment with a range of printing techniques to create effects - Sgraffito, wax resist, monoprints, batik, press print blocks I can format a composition -still life/scenes based on Chinwe Chukwuogo -Roy's work I can select from a range of techniques to draw/paint and print and create my image</p> <p>Expression I can use a range of techniques to create images and scenes for effect I know how to use colour and printing techniques to create images inspired by Chinwe Chukwuogo -Roy</p>	<p>of their cubist still lives</p> <p>Experimentation I can create shapes and compositions from a range of materials I can combine visual and tactile qualities of materials and match these to a purpose I can use a range of methods to create a composition</p> <p>Expression I can use a range of materials to respond to work by Picasso and Braque I know how to create a collage still life inspired by cubism I can use an appropriate colour palette and composition of represented items</p>	<p>I can use materials (clay/recycled/natural) to create a solid form I can use techniques to make my forms smooth I can work to scale I can observe from different view points I can adapt and improve work I can apply previously learnt techniques</p> <p>Expression I can use materials to make a solid, smooth sculptural form I can base my ideas on Henry Moore I know how to create a 3D sculptural form</p>	<p>Native American textiles I can compare the patterns and themes in these artworks</p> <p>Experiment I can collect visual information I can respond to work of the Native Americans I can use relief printed textiles to communicate ideas I can use graph paper to design patterns/scenes based on landscapes</p> <p>Expression I know how to combine natural and made materials to produce a multi-media weaving I can base my work on ideas drawn from Friedrich Hundertwasser</p>
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	<p>Year 5 Show the effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of selves and other people Develop the concept of proportionate features</p> <p>Year 6 Show the effect of light on objects and people from specific directions Interpret different textures of a surface using line and shade Produce increasingly accurate drawings of selves and other people Show the proportionate features of a face</p>	<p>Year 5 Mix and create chosen colours with a range of tints, tones and shade Use paint as a flat plane within lines Use colour for different purposes, creating mood and effects</p> <p>Year 6 Mix and match colours to chosen subject and create tints, tones and shade Use flat planes of paint proficiently within allocated areas Use colour for different purposes, creating mood and deliberately chosen effects</p>	<p>Year 5 Combine printing techniques for effect Design prints – figurative and abstract, involving different subjects Make connections between different prints Discuss and evaluate own work and that of others</p> <p>Year 6 Use drawings and rough sketched to plan and build compositions Explore, identify and use a range of printing techniques used by different artists</p>	<p>Year 5 Identify and select a range different materials Select and organise materials to create pictures, patterns and different effects Plan and create compositions on a range of surfaces Create different symmetrical and non-symmetrical images Use repetition for effect</p> <p>Year 6 Identify and select a range of contrasting materials Select and organise materials to create pictures, patterns and different effects for impact Plan and create compositions on a range of contrasting surfaces</p>	<p>Year 5 Plan and develop ideas to create a 3D form Shape, form, model and join materials Use observation and imagination to create Discuss and evaluate own work, that of others and work of known sculptors</p> <p>Year 6 Plan and develop different ideas to create a 3D form Shape, form, model and join materials with skill Use observation and imagination to create Discuss, evaluate and compare own work, that of others and work of known sculptors</p>	<p>Year 5 Respond to different stimuli to develop ideas for work Select and use different fabrics Embellish work Discuss the work of different artists who use fabrics/textiles in their work</p> <p>Year 6 Respond to and identify different stimuli to develop and explain ideas for work Select and use different fabrics Develop experience in embellishing work Discuss the work of different artists who use fabrics/textiles in their work Create work which expresses feelings, movement Use different techniques for effect</p>
<p>Vocabulary Focus on the bold words</p>	<p>Element Line Shape</p>	<p>Starting point Objects Viewpoints</p>	<p>Analytical Viewfinder Linear</p>	<p>Patterning Geometric shapes Viewfinders</p>	<p>Maquette Representation Pinching</p>	<p>Architecture Linear Built environment</p>

	Colour Texture Tone Pattern Form Enlarging Media Portrait Figurative Tone - light/mid-tone/ dark Print Paint Photographs Media Tone Portraiture Media Methods	Representing Weathered surfaces Shapes Spaces Abstract Response Acetate Simple Linear Outline Contour Enlarge Overwork, Heavy Infill Still life Multi-media, Angles Observational Built-up surface Cubist, Movement Stains Dyes Adapt Transpose Inks	Unique state print Transpose Development Adapt Modify Refer Starting point Adapt Modify Develop Batik Tjanting Wax, Resist Wash Sgraffito Repeat Resist Adapt Response	Aspects, Select Layering Brusho Pastels Scanning Linear Spiral Cubist Dimension Viewpoints, Cubist Multi- media Plane Representing Figurative Composition Adapt, Develop Modify Layer Overwork Enhance	Pulling Stroking Smoothing Relationship Pendant Decoration Fine Modification Scale Position	Selecting Structure Relief printing Linear Multiple Response Transposing Designs Transferring Graphic Batik Adapt, Modify Tjanting Wax, Resist Adapt Change Improve, Realise Intention Purpose Weft, Weave Natural/man-made Embellish Twig
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Overview of Art Planning

<u>(Cycle 2)</u>	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Reception	<p>Drawing</p> <p>The natural world Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Fine motor Children begin to show accuracy and care when drawing.</p>	<p>Painting</p> <p>Expressive Arts Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used.</p>	<p>Printing</p> <p>Expressive Arts Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Collage</p> <p>Expressive Arts Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Fine motor skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Textiles - junk modelling</p> <p>Expressive Arts Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Fine motor skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Junk modelling</p> <p>Expressive Arts Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p> <p>Fine motor skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p>
Year 1/2	<p>Drawing</p> <p>Inspiration I can explore the work of Martin Waddel and identify the features in it</p>	<p>Painting</p> <p>Inspiration I can study and discuss examples of Wassily Kandinsky</p>	<p>Printmaking</p> <p>Inspiration I can study and discuss flower images by Georgia O'Keefe</p>	<p>Collage</p> <p>Inspiration To describe features of work by works by Bridget Riley</p>	<p>3D</p> <p>Inspiration I can observe and explore work by Andy Goldsworthy and</p>	<p>Textiles</p> <p>Inspiration I can study and discuss the work of Piet Mondrian I can identify features of his work</p>

	<p>I can discuss the ideas in his work I can use some of the ideas to create my own art work Experimentation I understand how to represent texture using materials in different ways I can make different marks using a range of drawing materials I can create different effects Expression I can express my ideas through creating drawings of animal characters inspired by a story I know how to create different marks and create different textures in my drawings</p>	<p>and Anthony Frost's work I can identify features and ideas in the work I can use ideas from the work to make my own paintings Experimentation I can identify primary colours and mix them to make secondary colours I can produce colour tints adding different amounts of white paint Expression I can use ideas from paintings I have looked at and my imagination to create a painting I can use a range of primary and secondary colours in my painting I can add colour tints I know how to represent figures in landscape</p>	<p>I can study and discuss simple collagraph prints I can watch a demonstration of how to make a collagraph Experimentation I can explore using positive and negative stencils I can design and make a collagraph (cardboard relief) to print I can add pigment to my collagraph to print Expression I can use my collagraph design to print I can choose a selection of three colours for effect I know how to print flower images inspired by Georgia O'Keefe</p>	<p>Experimentation I can cut different kinds and colours of paper in straight and curved lines I can arrange primary colours and their complementary colours I can create patterns using repeated colours and shapes Expression I can express my ideas using colour patterns and collage techniques I can use inspiration from the work of Bridgit Riley and Op Art I know how to create a multi-media collage</p>	<p>Richard Long I can identify materials used to make it I can describe the shapes I can see I can watch mould making processes and use them myself Experiment I can identify natural outdoor objects to use in a sculpture I can choose objects to press in clay I can make a mould I can use my mould to create 3D objects for a sculpture Expression I know how to use moulded items to make a sculpture I can use ideas inspired by Richard Long and Andrew Goldsworthy</p>	<p>Experimentation I can experiment with block printing using 2D shapes and primary colours I can use ideas drawn from focus artist I can print with string and the edges of cardboard to create straight lines I can explore the effects of block printing Expression I can use printing methods on fabric to create pattern I can use straight lines and primary colours to create pattern inspired by Mondrian I know how to create and print abstract designs on a theme</p>
	<p>Year 1 Extends variety of use of drawing tools Observes and draws landscapes</p>	<p>Year 1 Names all colours Mixes colours Finds collections of colour</p>	<p>Year 1 Create patterns Develops impressed images</p>	<p>Year 1 Awareness of using and mixing materials</p>	<p>Year 1 Construction Uses materials to make known</p>	<p>Year 1 Makes simple weavings</p>

	<p>Observes patterns Observes anatomy – face, limbs Year 2 Experiments with tools and surfaces Uses drawing as a way of recording experiences and feelings Discusses use of light/dark and shadows Sketches to make quick records</p>	<p>Applies colour with a range of tools Year 2 Describes colours of objects Makes as many tones of one colour as possible using white Darkens colours without using black Uses colour on a broader scale – primary and secondary colours</p>	<p>Carries out relief printing Year 2 Prints with a growing range of objects Identifies and uses relief and impressed printing</p>	<p>Creates patterns with different materials Year 2 Experiments by arranging, folding, repeating, overlapping regular and irregular patterns Makes patterns on a range of surfaces with a range of materials</p>	<p>objects for a purpose Carves, pinches and rolls coils and slabs using modelling materials Makes simple joins and joints Year 2 Shows awareness of natural and man-made forms Expresses personal ideas Shapes and forms rigid and malleable materials from direct observation Use decorative techniques Replicates patterns and textures in 3D form Discusses own work and that of others</p>	<p>Creates collages using various fabrics Discusses how textiles are used to make things Sorts textiles according to their qualities Year 2 Overlaps and overlays fabrics to create effects Uses large eye needles Does running stitch and simple applique work Starts to explore other types of stitching Creates collages with fabric</p>
Vocabulary Focus on the bold words	<p>Shape Circle Triangle Square Line Bold/light Feelings Colour Response Pattern Line Space</p>	<p>Complementary Primary colours Secondary colours Colour tint Cut Torn Scale Spiral Arranging Adjacent Select Sort Shape Divide Line</p>	<p>Positive/negative Stencil Tearing Overlapping Layering Light/dark Surface Torn Multiples Impression Overprinting Unique</p>	<p>Line Curve Straight Zig zag Pattern Shape Beside Next to Between Natural Repeating Moving</p>	<p>Slab Inlay Coil Rolling Forming Pinching Pulling Imagination Environment Nature Natural Pull</p>	<p>Fold Half/quarter Triangle Square Rectangle Primary colours lines Concertina Absorb Surface Texture Relief Block</p>

	Shape Stepping stones Building up Prime Emulsion Primary colours Tints Multi- media Imagination	Linear Folio Next to Beside Curved Straight Flowing Shape Space	Translucent Transparent Opaque Direct prints, Printing pad Peeling Ink-up Low relief Response Design Pattern	Still 2D Narrow Parallel Linear strips Multi-media	Pinch Smooth Decorate Roll Clay slab Impression Press Found objects Harden Hard/soft Impression Plaster Reservoir Set Reverse	Resist Brusho Wrap Colour String Yarn Wool Thread
Year 3/4	Drawing Inspiration I can explore and discuss the drawings of Vincent Van Gogh (portraits/self-portraits/landscapes) I can identify some elements of his style Experimentation I can explore ways of drawings with different thicknesses of line I can show light and shade in my drawings	Painting Inspiration I can study and compare paintings by Maggie Hambling and Peter Lanyon I can identify which are figurative, semi-figurative and abstract I can explain the meaning of these terms I can study work by Henry Tonks, and explain his use of 'tonking' Experimentation I can create a rough starting point to	Printmaking Inspiration I can study and learn about the use of animals in the work of Franz Marc Mono prints I can study animal mono prints and learn about the technique of creating them Experimentation I can print with rollers I can explore how to create monoprints I can choose appropriate	Collage Inspiration I can familiarise myself with the work of Victor Vasarely I can identify features of his work I can explain some of the effects his work has on the viewer Experimentation I can investigate making positive and negative images. I can use grids to make images I can chose opposite colours	3D Inspiration I can study the 2D and 3D effects of Howard Hodgkin's work I can identify their features I can describe his colour palette Experimentation I can make a 3D bowl from a chosen material selecting and using different techniques to shape it I can collect visual information for a bowl design	Textiles Inspiration I can learn hoe to create a range of tie-dye patterns I can study and discuss tie dye patterns on a range of merchandise I can select patterns to recreate Experimentation I can use dip dye techniques I can use string to create a chosen pattern I can select complimentary colours for my item

	<p>I can use a pencil/pencils to show light and shade</p> <p>Expression I can develop work using my own image as a starting point I know how to draw a self-portrait using a variety of lines and show light and shade with pencils</p>	<p>painting a landscape or portrait I can gradually build on my starting point to develop my work I use paint of different thicknesses to create a painting I can use tonking as a technique to create different surfaces I can mix colours using primary colours to make secondary colours I can use tint and tone to vary my colours</p> <p>Expression I can create an image (landscape or portrait) using tonking and sgraffito I can reflect a range of colour use in my work I know how to create a landscape painting with form and colour</p>	<p>subjects, surfaces and colours I can draw on acetate and print onto paper</p> <p>Expression I know how to create an animal monoprint inspired by the work of Franz Marc I can use imaginative colours and shapes to create my monoprint</p>	<p>and place them together to impact on the eye I can use strips of paper to arrange an image</p> <p>Expression I know how to create a collage based on a grid format and inspired by the work of Victor Vasarely I can use colours on opposite sides of the colour wheel to impact on the viewer I can be inspired by artwork which creates optical illusions</p>	<p>I can transfer a design onto a 3D model</p> <p>Expression I can create a bowl with a design inspired by Howard Hodgkin I can create an appropriate shape and use natural and oppositional colours to decorate my bowl I know how to design and make a bowl which is strong, attractive and fit for purpose</p>	<p>(T-shirt, T-towel, towel, table cloth)</p> <p>Expression I know how to design and create a pattern on fabric I can use different techniques and colours to create different effects</p>
	<p>Year 3 Experiment with the potential of grades of pencil pencils</p>	<p>Year 3 Identify and mix primary colours to make natural skin and hair colours Make colour wheels</p>	<p>Year 3 Create reliefs and impressed printing Record textures and patterns</p>	<p>Year 3 Identify and use different materials Arrange materials to create pictures, patterns and effects</p>	<p>Year 3 Shape, form, model and construct malleable and rigid materials</p>	<p>Year 3 Use needles and threads Weave fabrics being aware of warp and weft</p>

	<p>Show close observation of subject Draw both the positive and negative shapes Create initial sketches as a preparation for painting/more detailed drawing Create accurate drawings of own and other's faces Year 4 Identify and draw the effect of light – scale and proportion Create accurately drawn portraits/self-portraits including proportion of features Work on a variety of scales Explore computer generated drawings</p>	<p>Introduce different types of brush techniques Apply colour using dotting, dashing, scratching Compose and develop a landscape from a rough sketch Year 4 Mix colours and create tints, tones and shade Observe skin and hair colours and recreate them Choose suitable materials for the task – brushes, colours, paint rag Use colour to reflect mood of subjects</p>	<p>Do colour mixing by overlapping colours Create monoprints Year 4 Use a sketch book for recording textures and patterns Interpret man made and environmental patterns Modify and adapt print</p>	<p>Create compositions on a range of surfaces Create symmetrical and non-symmetrical images Year 4 Identify and use a range of different materials Select and organise materials to create pictures, patterns and effects Create compositions on a range of surfaces Create different symmetrical and non-symmetrical images</p>	<p>Plan and develop models Identify and use different adhesives and methods of construction Be aware of aesthetics of 3D construction Year 4 Plan and develop a 3D form Create surface patterns and textures on a 3D form Discuss own work, that of others and work of known sculptors Analyse and interpret natural and man made forms of construction</p>	<p>Use different dying methods, including batik, dip dye, tie dye Year 4 Use a wider variety of stitches Use observation and design to use fabric to create textural art Experiment with using fabric, colour and composition to create different images and effects</p>
Vocabulary Focus on the bold words	<p>Mark Line Compare Sort Pattern Repeat Variety Tone</p>	<p>Tint Tone Fold Arrange Light/dark Strokes Impasto Images Dabs</p>	<p>Inking-up Directions Rotate Raised Texture Effect Underneath Experiment Mono-printing</p>	<p>Pathway Direction Colour wheel Crossing Overlapping Complementary colours Response Direction</p>	<p>Collection Selection Secondary colours Natural colours contrasting colours Colour shades Colour palette</p>	<p>Tie dye String Cotton Fabric T-shirt Layer Form Review Decoration</p>

	<p>Hard/soft Pressure Light/dark, Graphite Horizontal Vertical Hatching Cross-hatching Parallel Blend Brusho Oil Resist Imagination Adapt Section Copied Enlarge Modify</p>	<p>Compare Contrast Sky, Abstract art Stripes and blocks Primary and secondary colour Technique Tonking Layers Sgraffito</p>	<p>Scratched Peeling Pressure Animal markings Acetate Response Repeat Pattern Impression</p>	<p>Crossing Colours Strips Vertical, Horizontal Optical illusion Adapt, Modify Positive/negative Response Associated Familiar Reflecting Compare</p>	<p>Colour range Pinch pot Coil pot Paper mache Scale Size Form Symmetry Inspiration</p>	<p>Spiral Accordion Crumple Ice dye Stripes Concentric circles</p>
Year 5/6	<p>Drawing</p> <p>Inspiration I can discuss and identify the techniques Frank Auerbach uses in his drawings and paintings I can discuss features of Auerbach's portraiture Experimentation I can collect ideas about drawing techniques from images I can experiment with replicating</p>	<p>Painting</p> <p>Inspiration I can identify painting techniques in the work of Chris Ofili and Andre Derain I can discuss ideas and features of their work Experimentation I can use rough sketching techniques to build a composition I can build up and use layers in painting</p>	<p>Printing</p> <p>Inspiration I can explore and discuss works by Michael Rothenstein I can identify techniques used to create his bird images Experimentation I can create a bird design inspired by Rothenstein I can create and use press print I can produce a reduction block print</p>	<p>Collage</p> <p>Inspiration I can explore and discuss Dale Devereux-Barker work I can identify the themes, techniques and features of his work Experimentation I can combine tactile materials to compose a collage I can use a view finder or a grid to create a still life composition</p>	<p>3D</p> <p>Inspiration I can explore and discuss the use of the figure in Alberto Giacometti's work I can identify features of his work and replicate them Experimentation I can use different pencil points to create a rough figure sketch I can use a sketch to create a 3D figure maquette I can shape and join materials</p>	<p>Textiles</p> <p>Inspiration I can discuss abstract pieces of work by Jean Davywinter I can identify methods she has used to create compositions and effects Experimentation I can experiment with construction and deconstruction of fabrics I can use different fixing methods</p>

	<p>these techniques in pencil graphite and charcoal I can enlarge my work to make it life size I can use layering methods I can recognise and make use of negative areas in my drawing Expression I can create positive and negative drawing techniques with pencil and charcoal I know how to create a drawing with features of Frank Auerbach's work</p>	<p>I know and can explain what abstract means I know how to use the dotted linear approach to create forms in a painting</p>	<p>I explain and apply reduction printing to create an image Expression I know how to combine different printmaking processes to create bird image based on a work by Rothenstein I can use and compare methods I know how to extend patterns using different media and tools</p>	<p>I can create still life imagery within a composition I can overlap materials to create different effects Expression I can adapt compositions according to a view point I know how to put ideas, still life images and materials together to create a collage based on a chosen Dale Devereux-Barker piece</p>	<p>I can make shape and smooth my materials I can produce a translucent 3D form Expression I can design a 3D sculpture from a 2D design I know how to design and create an abstracted figurative 3D form using different materials I create textural effects on my figure inspired by the work of Alberto Giacometti'</p>	<p>I can fold to produce a fabric relief panel I can use tjanting tools Expression I know how to use Davywinter's techniques to create an abstract work using textiles I can describe my techniques I can compare my work with that of others</p>
	<p>Year 5 Show the effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of selves and other people Develop the concept of</p>	<p>Year 5 Mix and match colours and create tints, tones and shade Use different textures of paint Use colour for different purposes, creating mood and effects Year 6 Mix and match colours to chosen subject and create</p>	<p>Year 5 Combine printing techniques for effect Design prints – figurative and abstract, involving different subjects Make connections between different prints Discuss and evaluate own work and that of others Year 6</p>	<p>Year 5 Identify and select a range different materials Select and organise materials to create pictures, patterns and different effects Plan and create compositions on a range of surfaces Create different symmetrical and non-symmetrical images</p>	<p>Year 5 Plan and develop ideas to create a 3D form Shape, form, model and join materials Use observation and imagination to create Discuss and evaluate own work, that of others and work of known sculptors</p>	<p>Year 5 Respond to different stimuli to develop ideas for work Select and use different fabrics Embellish work Discuss the work of different artists who use fabrics/textiles in their work Year 6 Respond to and identify different</p>

	<p>proportionate features</p> <p>Year 6</p> <p>Show the effect of light on objects and people from specific directions</p> <p>Interpret different textures of a surface using line and shade</p> <p>Produce increasingly accurate drawings of selves and other people</p> <p>Show the proportionate features of a face</p>	<p>tints, tones and shade</p> <p>Use range of different textures of paint proficiently</p> <p>Use colour for different purposes, creating mood and deliberately chosen effects</p>	<p>Use drawings and rough sketched to plan and build compositions</p> <p>Explore, identify and use a range of printing techniques used by different artists</p>	<p>Use repetition for effect</p> <p>Year 6</p> <p>Identify and select a range of contrasting materials</p> <p>Select and organise materials to create pictures, patterns and different effects for impact</p> <p>Plan and create compositions on a range of contrasting surfaces</p>	<p>Year 6</p> <p>Plan and develop different ideas to create a 3D form</p> <p>Shape, form, model and join materials with skill</p> <p>Use observation and imagination to create</p> <p>Discuss, evaluate and compare own work, that of others and work of known sculptors</p>	<p>stimuli to develop and explain ideas for work</p> <p>Select and use different fabrics</p> <p>Develop experience in embellishing work</p> <p>Discuss the work of different artists who use fabrics/textiles in their work</p> <p>Create work which expresses feelings, movement</p> <p>Use different techniques for effect</p>
Vocabulary Focus on the bold words	<p>Scale</p> <p>Smudge</p> <p>Tone</p> <p>Line</p> <p>Image</p> <p>Light</p> <p>dark</p> <p>Layering</p> <p>Overlay</p> <p>Acetate</p> <p>Imagination</p> <p>Thistle head</p> <p>Comparison</p> <p>Method</p> <p>Layers</p> <p>Smudge</p> <p>Overwork</p> <p>Portraiture</p>	<p>Abstract</p> <p>Linear</p> <p>Acetate</p> <p>Transpose</p> <p>Layered</p> <p>Vibrant</p> <p>Unrealistic</p> <p>Viewfinder</p> <p>Contrasting</p> <p>Palettes</p> <p>Expressive</p> <p>Adjacent</p> <p>Review</p> <p>Modify</p> <p>Fabric</p> <p>Extend</p> <p>Select,</p> <p>Mix</p>	<p>Press</p> <p>Print</p> <p>Reduction printing</p> <p>Incisions</p> <p>Inverted</p> <p>Edition</p> <p>Individual</p> <p>Combination</p> <p>Overlaid</p> <p>Linear</p>	<p>Layering</p> <p>Overworking</p> <p>Inks</p> <p>Stains</p> <p>Direct observation</p> <p>Natural objects</p> <p>Select,</p> <p>Lines</p> <p>Shapes</p> <p>Colour</p> <p>Tones</p> <p>Texture</p> <p>Pattern</p> <p>Overlapped</p> <p>Layering</p> <p>Symbols</p> <p>Represent</p> <p>Event</p>	<p>Distance</p> <p>Shading</p> <p>Movement</p> <p>Joints</p> <p>Position</p> <p>Suitable</p> <p>Supported</p> <p>Sculptural</p> <p>Figurative</p> <p>Response</p> <p>Modroc</p> <p>Wrapping</p> <p>Smooth</p> <p>Plaster</p> <p>Process</p> <p>Record</p> <p>Tearing</p> <p>Limited palette</p>	<p>Construction</p> <p>Destruction</p> <p>Multiple</p> <p>Fixing</p> <p>Assembling</p> <p>Joining</p> <p>Folding</p> <p>Pinching</p> <p>Scrunching</p> <p>Sliding</p> <p>Raised surface</p> <p>Relief panel</p> <p>Batik</p> <p>Wax Resist</p> <p>Dye</p> <p>Tjanting</p> <p>Process</p> <p>Arrange</p>

	Sitter Model Subject Negative Graphite Charcoal Portrait Vigorously Positive	Match Media Applicators Modify			Translucent Brushing Form Technique Inlay Trim	Dyes Textures Modifying Comparing, Adapting Identifying
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