

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Name of topic:	What is sculpture?		Investigating materials			Self portraits
Curriculum objective/s: The National curriculum aims for Art and Design are: • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	To use a range of materials creatively to design and make products To use drawing , paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.		To use a range of materials creatively to design and make products To use drawing, paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.			To use a range of materials creatively to design and make products To use drawing, paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.
Curriculum skills:	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way. Explore the work of a range of		Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: Sting and card. Begin to identify forms of			Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, 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. Start to record simple media explorations in a sketch book. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling,



artists, craft makers and	printing: Books, posters		stippling, and blending to
designers, describing the	pictures, fabrics.		create light/ dark lines.
differences and similarities			
between different practices	Explore the work of a range of		Experiment with a variety
and disciplines, and making	artists, craft makers and		of media; different brush
links to their own work.	designers, describing the		sizes and tools.
Look at and talk about own	differences and similarities		
work and that of other artists	between different practices		Explore lightening and
and the techniques they had	and disciplines, and making		darkening paint without
used.	links to their own work.		the use of black or white.
	mino to their own work.		
	Look at and talk about own		Begin to control the types
	work and that of other artists		of marks made with the
	and the techniques they had		range of media. Paint on
	used.		different surfaces with a
	useu.		range of media.
			Start to record simple
			media explorations in a
			sketch book.
			_
			Start to mix a range of
			secondary colours, moving
			towards predicting
			resulting colours.
			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.
			liliks to their own work.
			Look at and talk about
			own work and that of
			other artists and the
			techniques they had used.



Year 2				
Name of topic:	Mother Nature designer	Can buildings speak?	Picture this	
Curriculum objective/s: The National curriculum aims for Art and Design are: • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	To use a range of materials creatively to design and make products To use drawing, paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.	To use a range of materials creatively to design and maproducts To use drawing, paint and sculpture to develop and share ideas experiences an imagination To develop a wide range of art and design techniques if using colour, pattern texture line, shape, form and spaced Learn about artists craft makers, and designers, describing the difference as similarities between difference practices and disciplines and make links to own work.	To use a range of materials creatively to design and make products To use drawing, paint and sculpture to develop and share ideas experiences and imagination To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space Learn about artists craft	
Curriculum skills:	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an	Begin control the types of marks made with the range media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Continue to investigate ton by drawing light/dark lines, light/dark patterns, light/dashapes using a pencil. Nam match and draw lines/mark from observations.	range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a	



	Art and Design Curr	riculum coverage overview	
ex	spanding range of patterns.	Continue to Investigate	observations.
		textures and produce an	Cantinua ta luuratiaata
· ·		expanding range of patterns.	Continue to Investigate
Dis	scuss own work and others		textures and produce an
wc	ork, expressing thoughts and	•	expanding range of
fee	elings.	Discuss own work and others	patterns.
		work, expressing thoughts and	
	ontinue to experiment in	feelings.	Discuss own work and
	thten and darken without the	Continue to experiment in	
	se of black or white. Begin to ix colour shades and tones.	Continue to experiment in	others work, expressing
THE THE STATE OF T	ix colour shades and tones.	lighten and darken without the use of black or white.	thoughts and feelings.
Us	se a sketchbook to plan and		Continue to experiment in
de	evelop simple ideas and	Begin to mix colour shades and tones.	lighten and darken
CO	ontinue to store information	and tones.	without the use of black
on	n colour mixing, the colour	Use a sketchbook to plan and	or white. Begin to mix
wh	heel and colour spectrums.,	develop simple ideas and	colour shades and tones.
als	so textures and patterns	continue to store information	Her a distribution has also
	antinua ta anninal tha tura a	on colour mixing, the colour	Use a sketchbook to plan
	ontinue to control the types	wheel and colour spectrums.,	and develop simple ideas
	marks made with the range	also textures and patterns	and continue to store
	media. Use a brush to	Cantinua ta cantual tha taman	information on colour
	oduce marks appropriate to	Continue to control the types of marks made with the range	mixing, the colour wheel
_	ork. E.g. small brush for small	of marks made with the range of media. Use a brush to	and colour spectrums.,
ma	arks.		also textures and patterns
Со	ontinue to explore printing	produce marks appropriate to work. E.g. small brush for	Continue to control the
sin	mple pictures with a range of	small marks.	types of marks made with
ha	ard and soft materials e.g.	Silidii ilidiks.	the range of media. Use a
co	ork, pen barrels, sponge.	Continue to explore printing	brush to produce marks
Da		simple pictures with a range	appropriate to work. E.g.
_	emonstrate experience at	of hard and soft materials e.g.	small brush for small
• · · · · · · · · · · · · · · · · · · ·	npressed printing: drawing	cork, pen barrels, sponge.	marks.
IIIC	to ink, printing from objects.	Demonstrate experience at	Continue to explore
Us	se equipment and media	impressed printing: drawing	printing simple pictures
co	orrectly and be able to	into ink, printing from objects.	with a range of hard and
pro	oduce a clean printed image	into lik, printing from objects.	soft materials e.g. cork,
	ala sinanta na ada an nattana	Use equipment and media	pen barrels, sponge.
	ake simple marks on rollers	correctly and be able to	peri barreis, sporige.
and	nd printing palettes	produce a clean printed image	Demonstrate experience
Ta'	ske simple prints i.e. mono	Maka simple marks on rollers	at impressed printing:
-pr	rinting.	Make simple marks on rollers	drawing into ink, printing
	and a state of the second of t	and printing palettes	from objects.
•	speriment with overprinting	Take simple prints i.e. mono	Use aguipment and madia
mc	otifs and colour.	-printing.	Use equipment and media
Fx	plore the work of a range of		correctly and be able to



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artists, craft makers and	Experiment with overprinting	produce a clean printed	
designers, describing the differences and similarities	motifs and colour.	image	
	Explore the work of a range of	Make simple marks on	
between different practices	artists, craft makers and	rollers and printing	
and disciplines, and making links to their own work.	designers, describing the	palettes	
links to their own work.	differences and similarities	.	
	between different practices	Take simple prints i.e.	
	and disciplines, and making	mono -printing.	
	links to their own work.	Experiment with	
		overprinting motifs and	
		colour.	
		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.	



Year 3				
Name of topic:	Portraying Relatioships	Journeys – water/ digital art, photography, stop motion		Patterns – Roman mosaics
 Curriculum objective/s: The National curriculum aims for Art and Design are: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History	To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History		To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History
Curriculum skills:	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide rage of drawing implements Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different	Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Demonstrate experience in 3 colour printing. 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. Demonstrate experience in combining prints taken from		Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide rage of drawing implements



 practices and disciplines, and	different objects to produce		Continue to explore the
making links to their own work	an end piece.		work of a range of artists,
Demonstrate increasing	Discuss own and others work,		craft makers and
_	·		designers, describing the
control the types of marks	expressing thoughts and		differences and
made and experiment with	feelings, and using knowledge		similarities between
different effects and textures	and understanding of artists		different practices and
inc. blocking in colour, washes,	and techniques.		disciplines, and making
thickened paint creating			links to their own work
textural effects.			
Use light and dark within			Demonstrate increasing
painting and begin to explore			control the types of marks
complimentary colours. Mix			made and experiment
colour, shades and tones with			with different effects and
increasing confidence.			textures inc. blocking in
mercusing connucince.			colour, washes, thickened
Use a sketchbook to record			paint creating textural
media explorations and			effects.
experimentations as well as try			Use light and dark within
out ideas, plan colours and			_
collect source material for			painting and begin to
future works.			explore complimentary
			colours. Mix colour,
Confidently create different			shades and tones with
effects and textures with paint			increasing confidence.
according to what they need			Use a sketchbook to
for the task.			record media explorations
Discuss own and others work,			and experimentations as
expressing thoughts and			well as try out ideas, plan
feelings, and using knowledge			colours and collect source
and understanding of artists			material for future works.
and techniques.			material for fatare works.
and teeningues.			Confidently create
			different effects and
			textures with paint
			according to what they
			need for the task.
			Discuss own and ather-
			Discuss own and others
			work, expressing thoughts
			and feelings, and using
			knowledge and
			understanding of artists
			and techniques.



Year 4				
Name of topic:	Victorian art	Illuminated lettering	Egyptian art – containers/ clay work	
Curriculum objective/s:	To create sketch books to	To create sketch books to	To create sketch books to	
The National curriculum aims for Art and Design are:	record observations and use to	record observations and use	record observations and	
	review and revisit ideas	to review and revisit ideas	use to review and revisit	
 produce creative work, exploring their ideas and 			ideas	
recording their experiences	To improve mastery of art and	To improve mastery of art		
 become proficient in drawing, painting, sculpture 	design techniques, including	and design techniques,	To improve mastery of	
and other art, craft and design techniques	drawing, painting and	including drawing, painting	art and design techniques,	
 evaluate and analyse creative works using the 	sculpture with a range of	and sculpture with a range of	including drawing,	
language of art, craft and design	materials	materials	painting and sculpture	
know about great artists, craft makers and	To learn about great artists,	To learn about great artists,	with a range of materials	
designers, and understand the historical and	architects and designers in	architects and designers in	To learn about great	
cultural development of their art forms	History	History	artists, architects and	
	Thistory	Thistory	designers in History	
Curriculum skills:	Increase awareness of mono	Develop intricate patterns	Work in a safe, organised	
	and relief printing.	using different grades of	way, caring for	
	Demonstrate experience in	pencil and other implements	equipment. Secure work	
	fabric printing.	to create lines and marks.	to continue at a later	
	Tabric printing.	Draw for a sustained period of	date. Make a slip to join	
	Use sketchbooks to collect and	time at an appropriate level.	to pieces of clay.	
	record visual information from	Experiment with different	Decorate, coil, and	
	different sources as well as	·	produce marquettes	
	planning, trying out ideas, plan	grades of pencil and other	confidently when	
	colours and collect source	implements to achieve	necessarily. Use	
	material for future works.	variations in tone	sketchbooks to collect	
		and make marks on a range of	and record visual	
	Expand experience in 3 colour	media.	information from	
	printing.		different sources as well	
	Continue to experience in	Use sketchbooks to collect	as planning, trying out	
	combining prints taken from	and record visual information	ideas, plan colours and	
	different objects to produce an	from different sources as well	collect source material for	
	end piece.	as planning and colleting	future works. Adapt work	
	cha piece.	source material for future	as and when necessary	
	Create repeating patterns.	works.	and explain why. Gain	
	Discuss and review area	Have opportunities to develop	more confidence in	
	Discuss and review own and	further drawings featuring the	carving as a form of 3D	
	others work, expressing	third dimension and	art. Use language	
	thoughts and feelings, and		appropriate to skill and	
	identify modifications/	perspective. Experiment with	technique Show	
	changes and see how they can	different grades of pencil and	awareness of the effect of	
	be developed further.	other implements to achieve	time upon sculptures.	
	Begin to explore a range of	variations in modifications/	Discuss and review own	
	0		DISCUSS AND ICVICW OWII	



great artists, architects and	changes and see how they can	and others work,
designers in history.	be developed further. Identify	expressing thoughts and
Carifidanthiaanthalahabana	artists who have worked in a	feelings, and identify
Confidently control the types	similar way to their own work.	modifications/ changes
of marks made and		and see how they can be
experiment with different	Explore a range of great	developed further. Begin
effects and textures inc.	artists, architects and	to explore a range of
blocking in colour, washes,	designers in history.	great artists, architects
thickened paint creating		and designers in history.
textural effects.	1	
Start to develop a painting	1	
from a drawing.	1	
Begin to choose appropriate	1	
media to work with. Use light		
and dark within painting and		
show understanding of	1	
complimentary colours. Mix	1	1 1 1
colour, shades and tones with		1 1
increasing confidence.		1 1
		1 1
Use sketchbooks to collect and		1 1
record visual information from		
different sources as well as	1	1 1 1
planning, trying out ideas, plan		
colours and collect source		1 1
material for future works.		1 1
Start to look at working in the	1	1 1
style of a selected artist (not	1	1 1 1
copying).		1 1
Discuss and review own and		1 1
others work, expressing		1 1
thoughts and feelings, and	1	1 1 1
identify modifications/		
changes and see how they can	1	
be developed further.	1	
	1	1 1 1
	1	1 1 1
	1	1 1 1
	1	1 1 1



Year 5			
Name of topic:	Greek art / artefacts	Viking portraits/ symbols	Amazon headresses
Curriculum objective/s: The National curriculum aims for Art and Design are: • produce creative work, exploring their ideas and	To create sketch books to record observations and use to review and revisit ideas	To create sketch books to record observations and use to review and revisit ideas	To create sketch books to record observations and use to review and revisit ideas
recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History	To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History	To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History
Curriculum skills:	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. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of	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. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements



	3			
others work, expressing		proportion in their paintings.	or historical events.	
thoughts and feelings, and		Use drawing techniques to	Discuss and review own	
identify modifications/		work from a variety of sources	and others work,	
changes and see how they can		including observation,	expressing thoughts and	
be developed further.		photographs and digital	feelings, and identify	
Identify artists who have			modifications/ changes	
worked in a similar way to		images.	and see how they can be	
their own work.		Develop close observation	developed further.	
their own work.		skills using a variety of view	developed further.	
Explore a range of great		finders.	Identify artists who have	
artists, architects and			worked in a similar way to	
designers in history		Discuss and review own and	their own work.	
		others work, expressing		
Work in a safe, organised way,		thoughts and feelings, and identify modifications/	Explore a range of great	
caring for equipment. Secure		changes and see how they can	artists, architects and	
work to continue at a later		be developed further. Identify	designers in history	
date. Show experience in		artists who have worked in a		
combining pinch, slabbing and		similar way to their own work.		
coiling to produce end pieces.		<i>'</i>		
Develop understanding of				
different ways of finishing				
work: glaze, paint, polish.				
Confidently carve a simple				
form. Use language				
appropriate to skill and				
technique.				
Discuss and review own and				
others work, expressing				
thoughts and feelings, and				
identify modifications/				
changes and see how they can				
be developed further.				



Year 6			
Name of topic:	Landscapes	People in motion	Talking Textiles
 Name of topic: Curriculum objective/s: The National curriculum aims for Art and Design are: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	Landscapes To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and	People in motion To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History	Talking Textiles To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History
Curriculum skills:	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. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting	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. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. 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. Have opportunities to develop	Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media. Discuss and review own



	source material. Adapt	further simple perspective in	and others work,
	their work according to	their work using a single focal	expressing thoughts and
	their views and describe	point and horizon. Develop an	feelings explaining their
	how they might develop it		views. and identify
	further. Annotate work in	and proportion in their paintings.	modifications/ changes
	sketchbook.	Discuss and review own and	and see how they can be
	Discuss and review own	others work, expressing	developed further.
	and others work,	thoughts and	Identify artists who have
	expressing thoughts and	thoughts and	worked in a similar way to
	feelings explaining their		their own work.
	views.		Explore a range of great
			artists, architects and
	Identify artists who have		designers in history.
	worked in a similar way to		aco.g.reto in motory.
	their own work.		
	Explore a range of great		
		feelings explaining their views and	
	artists, architects and	identify modifications/ changes and	
	designers in history.	see how they can be developed	
		further. Identify artists who have	
		worked in a similar way to their own work.	
		Explore a range of great artists,	
		architects and designers in history.	
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