Arts and Design

As a school, we have set our curriculum intent with our children at the centre.

Our curriculum is designed to achieve strong outcomes, positive mental and physical health, resilience and identity: reflecting our vision of 'life in all its fullness

Our Arts and Design curriculum is based on the following principles:

- That children develop confidence in creating and thinking critically- having confidence in their own ideas and choices.
- That children develop their knowledge of Arts and Design through collaborative approaches
- That children become inquisitive about the Arts and the different representations of Art.
- That they learn how to use different and varied techniques and materials.
- That they learn to use a multidisciplinary approach when planning and designing.
- That children develop a knowledge of artists and designers from the past, present and future and become confident to take a positive role in the ever changing world.

This document shows the coverage and progression of skills for Art and Design at Bishops Lydeard Church School.

Structure of Learning

- Immerse: View and appraise given artwork / learn about artist and artistic movement.
  Unpick skills and techniques used (line, form, colour, texture, composition, medium etc.).
  Copy and re-create artwork.

- Innovate: Create versions of artwork in different media / using different colour palette / different line styles etc.
  Create large scale and/or group pieces using the skills and techniques from the artwork.

- Invent: Use skills and techniques learnt to create (*Topic-based*) artwork in the style of given artist.

Year R/1/2 **Year A**	**Year R/1/2** **Year A**	**Year R/1/2** **Year A**
Term 1/2	Term 3/4	Term 5/6
Topic: What is our place in the world? **YR/1 – Local artist study.** Alexandra Lavizzari **Vocabulary:** nature, seasons, collage, background, foreground, muted. **Implementation:** Painted background with collage newspaper tree trunks in foreground.	**Topic: Who is the greatest explorer?** **YR/1 – Post-impressionism study.** Henri Rousseau **Vocabulary:** Post-impressionism, primitivism, jungle, exploration, shadow, light and dark, foreground and background. **Implementation:** Collaborative piece, individual painted plants.	**Topic: How do humans work?** DT focus – split pin skeletons

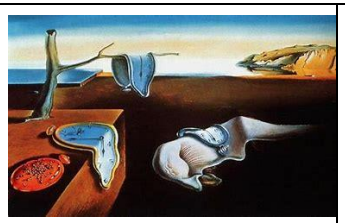
Y1/2 – Roman Mosaic Study (Roman Baths, Bath) **Vocabulary:** Tesserae (small shapes made of marble, tile, stone, glass or shells) Roman, geometric. **Implementation:** Study/sketch images shown in mosaics, design own image, recreate using different papers. **Objectives:** -find out about the work of artists, making links to their own work. -collect and develop ideas in sketchbooks. -draw/paint on smaller/larger scales -use drawing and painting to develop and share ideas, experiences and imagination. -develop a wide range of art techniques using colour, pattern and line. -talk about the world around them and share own creations explaining the process used. -Create own artwork in the style of Lavizzari / Roman Mosaic **KPI -** **Specific Skills (WALT):** Control lines to create drawings. Hold large paintbrush correctly. Add details to drawings. Recognise, name and mix colours. Explore creating patterns and textures.	**Y1/2 – Futurism Study** Pannaggi – *Speeding Train (Invention of steam locomotive engine)* **Vocabulary:** Futurism, shape, line, defined, space, motion, diagonal. **Implementation:** Recreate using shapes and printing. **Objectives:** -find out about the work of artists, making links to their own work. -collect and develop ideas in sketchbooks. -draw/paint on smaller/larger scales -use drawing and painting to develop and share ideas, experiences and imagination. -develop a wide range of art techniques using colour, pattern and line. -talk about the world around them and share own creations explaining the process used. -Create own artwork in the style of Rousseau / Pannaggi **KPI -** **Specific Skills (WALT):** Control lines to create drawings. Hold large paintbrush correctly. Add details to drawings Recognise, name and mix colours. Explore creating patterns and textures. Use a variety of mark making tools/techniques (*pens, chalk, wax crayons, prints, rubbings etc*)	

Year R/1/2 **Year B**	**Year R/1** **Year B**	**Year R/1** **Year B**
Term 1/2	Term 3/4	Term 5/6
Topic: Oceans and Weather **YR/1/2 collage study** Kate Kos **Vocabulary:** texture, colour, shade, tint, tone **Implementation:** Study paintings of the sea, introducing vocabulary. Using tissue paper, create a collage of a seascape. **Objectives:** -find out about the work of artists, making links to their own work. -collect and develop ideas in sketchbooks. -use drawing and painting to develop and share ideas, experiences and imagination. -develop a wide range of art techniques using colour, pattern and line. -talk about the world around them and share own creations explaining the process used. -Create own artwork in the style of Kate Kos **Specific Skills (WALT):** Control lines to create drawings. Hold large paintbrush correctly. Add details to drawings. Use tracing to copy pattern and shape.	**Topic: Local History / Trains** DT Focus	**Topic: Christopher Columbus** **YR/1/2** **Portraits -** Leonardo Da Vinci - Mona Lisa **Vocabulary:** portrait, life like**,** Italian Renaissance, Louvre, light, dark, space. **Implementation:** Study portraits and composition of human face. Create self-portrait in similar style. **Objectives:** -find out about the work of artists, making links to their own work. -collect and develop ideas in sketchbooks. -draw/paint on smaller/larger scales -use drawing and painting to develop and share ideas, experiences and imagination. -develop a wide range of art techniques using colour, pattern and line. -talk about the world around them and share own creations explaining the process used. -Create own artwork in the style of Leonardo Da Vinci – Mona Lisa (1503) **Specific Skills (WALT):** Control lines to create drawings.

Recognise and name colours. Explore creating patterns and textures.		Hold large paintbrush correctly. Add details to drawings. Use tracing to copy pattern and shape. Recognise, name and mix colours.
Year R/1/2 **Year C**	**Year R/1/2** **Year C**	**Year R/1/2** **Year C**
Term 1/2	Term 3/4	Term 5/6
Topic: How Have Children's Lives Changed? DT Focus Peg dolls	**Topic: What Is Your Super Power?** **YR/1/2 –** **Impressionism study** Van Gough – Starry Night (connected with the Great Fire of London) **Vocabulary:** Colour mixing, silhouette, texture, impressionism, tints, tones and shades. **Implementation:** Introduce method of painting, recreate using Great Fire of London imagery. **Objectives:** -find out about the work of artists, making links to their own work. -collect and develop ideas in sketchbooks. -use drawing and painting to develop and share ideas, experiences and imagination. -develop a wide range of art techniques using colour, pattern and line. -talk about the world around them and share own creations explaining the process used.	**Topic: What makes Africa Amazing?** **YR/1/2- African masks** **Vocabulary:** slip, score, malleable, manipulate, smooth, **Implementation:** Design and create miniature masks in clay. **Objectives:** -collect and develop ideas in sketchbooks. -use drawing and painting to develop and share ideas, experiences and imagination. -develop a wide range of art techniques -talk about the world around them and share own creations explaining the process used **Specific Skills (WALT):** Control lines to create drawings. Add details to drawings. Explore creating patterns and textures. Use a variety of mediums to Use a variety of mark making tools/techniques (*pens, chalk, wax crayons, prints, rubbings etc*)

	Specific Skills (WALT): Control lines to create drawings. Hold large paintbrush correctly. Add details to drawings. Recognise, name and mix colours. Explore creating patterns and textures.	

Year 3/4/5/6 **Year A**	**Year 3/4/5/6** **Year A**	**Year 3/4/5/6** **Year A**	
Term 1/2	Term 3/4	Term 5/6	
Topic: Whose Footsteps Do We Follow In? **After WWI and II** **Y3/4 – Pop Art Study** *Lichtenstein: As I Opened Fire* **Vocabulary:** pointillism, pop-art, Ben-Day dots, **Implementation:** cotton buds to create Ben-Day dots, tracing to create images to paint, collaborative piece.	**Topic: How Was Our World Formed?** **Y3/4 – Ancient Art Study** *Palaeolithic (Cave) paintings* **Vocabulary:** palaeolithic, natural dyes, charcoal **Implementation:** use brown paper and charcoal/chalk to recreate or create own cave paintings. **Y4/5 – Impressionism Study** *Claude Monet – Waterlilies* **Vocabulary:** tache, impressionism, blend, dream-like, atmosphere, mood. **Implementation:** colour selection (tints, shades and tones) and technique (tache) to support understanding of methods used. Recreate own painting using skills.	**Topic: What Lies in The Hidden World?** DT Focus	

Y4/5 – Surrealism Study  Dali: *The Persistence of Memory* **Vocabulary:** surrealism, negative and positive space, atmosphere, horizon **Implementation:** tracing skills to use parts of painting in own work, create own piece or concentrate on small area of the artists work using a window. **Y5/6 - Precisionism Study** Demuth: *I Saw the Figure 5 in Gold* **Vocabulary:** precisionism, contrast, line, shape, space. **Implementation**: Accurate painting skills, precision when drawing and painting, tones, tints and shades. **Objectives:** -find out about the work of artists, craft makers and designers making links to their own work. -improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	**Y5/6 - Ukiyo-e Study** Hokusai: *36 Views of Mount Fugi (Mont Fugi)* **Vocabulary:** horizon, focal point, foreground and background, form, line, contrast, woodblock printing. **Implementation:** colour mixing, tones, shades and tints, recreate local landmark in the style of Hokusai, use wooden blocks. **Objectives:** -find out about the work of artists, craft makers and designers making links to their own work. -improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. -work on a range of surfaces and scales. -develop artistic/visual vocabulary to discuss work -share own creations explaining the process used. -Create own artwork in the studied style **Specific Skills (WALT):** -develop confidence in using colour to create a mood -draw using a variety of tools, techniques and surfaces -experiment with tones, shading and shadows		

-continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. -develop artistic/visual vocabulary to discuss work -share own creations explaining the process used. -Create own artwork in the studied style **<u>Specific Skills (WALT):</u>** -draw using a variety of tools, techniques and surfaces -experiment with tones, shading and shadows -use tracing to explore shape, proportion and pattern. -explore complimentary and contrasting colours and lightening / darkening with black or white.	-use tracing to explore shape, proportion and pattern -experiment with a wide range of materials, exploring combining techniques and styles. -explore complimentary and contrasting colours and lightening / darkening with black or white.		
Year 3/4/5/6 **Year B**	**Year 3/4/5/6** **Year B**	**Year 3/4/5/6** **Year B**	
Term 1/2	Term 3/4	Term 5/6	
<u>Topic: Have we made it better?</u> **<u>DT Focus –</u>** **<u>Brunel – bridge construction</u>**	**<u>Topic: What did the Greeks do for us?</u>**	**<u>Topic: Biomes/Food, glorious food</u>** 	

	Y3/4 Ancient Greek pottery design study **Vocabulary:** score, slip, malleable, neutral **Implementation:** Design art work telling a story in the style of Ancient Greek pottery on paper. Use clay to make pots/small panel and then decorate. **Y4/5 Ancient Greek style mosaics** **Vocabulary:** gods and goddesses, pattern, repeating, geometric, symmetry **Implementation:** copy or create own designs for borders, create own section of mosaic using small tiles or similar, grout. **Y5/6** Phidias – study of Ancient Greek sculpture **Vocabulary:** sculpture, Parthenon, Zeus, texture, frieze. 	**Y3/4 Floral/food origami** Maud Vantours, Ollanski **Vocabulary**: fold, sharp, geometric, precise, measure. **Implementation:** Using online tutorials, create paper flora or rood of choice. Design own food or flora and create using origami skills. **Y4/5 Botanical art study** Mary Anderson Grierson **Vocabulary:** botanical/botany, Kew Gardens, sketch, watercolours, parts of flowers, accuracy, tones, tints and shades. **Implementation:** sketch existing illustrations created by artist, concentrate on accuracy and colour mixing.	

	Implementation: create own scene inspired by those of Phidias in the Parthenon. **<u>Objectives:</u>** -find out about the work of artists, craft makers and designers making links to their own work. -improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. -work on a range of surfaces and scales. -develop artistic/visual vocabulary to discuss work -share own creations explaining the process used. -Create own artwork in the studied style **<u>Specific Skills (WALT):</u>** -draw using a variety of tools, techniques and surfaces -use a variety of ways of recording art work, eg iPads, cameras. -experiment with a wide range of materials, exploring combining techniques and styles.	Create own artwork by dissecting flowers. **Y5/6 Textile focus** William Morris **Vocabulary:** botanical, traditional, Pre-Raphaelite, **Implementation:** recreate sections of existing designs, create own design in the same style, either on fabric or on acetate as a stained-glass window design. **<u>Objectives:</u>** -find out about the work of artists, craft makers and designers making links to their own work. -improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an	

		increasing awareness of different kinds of art, craft and design. -continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. -work on a range of surfaces and scales. -develop artistic/visual vocabulary to discuss work -share own creations explaining the process used. -Create own artwork in the studied style **<u>Specific Skills (WALT):</u>** -draw using a variety of tools, techniques and surfaces -experiment with tones, shading and shadows -use tracing to explore shape, proportion and pattern -use a variety of ways of recording art work, eg iPads, cameras. -experiment with a wide range of materials, exploring combining techniques and styles. -explore complimentary and contrasting colours and	

		lightening / darkening with black or white. -explore water colours, experimenting with intensity of colour and different techniques (washes, etc).	
Year 3/4/5/6 **Year C**	**Year 3/4/5/6** **Year C**	**Year 3/4/5/6** **Year C**	
Term 1/2	Term 3/4	Term 5/6	
Topic: **DT Focus –** **Cooking?** **Local produce?** **Where is food grown?** **Harvest link?** **Farm shop visit?**	**Topic: How did they do that?** **Y3/4-** Hieroglyphics study. **Vocabulary:** Hieroglyphics, alphabet, words, shapes, patterns. **Implementation:** Explore different hieroglyphic symbols/artwork and their meanings. Practise different symbols- use different mediums such as pencil, pen, paint etc. Children to create their own hieroglyphic artwork (names etc). **Y4/5-** Egyptian mask study. **Vocabulary:** pharaoh, mask, pattern, shapes, texture, collage, depth, layer, colour. **Implementation:** Explore different masks, design and create own mask using tissue paper etc.	**Topic: Where do we come from?** **Y3/4- Roman shields study.** **Vocabulary**: material, shield, pattern, design, shape, symbols, colour, layer. **Implementation:** Explore different roman shields and their meanings, look at the different designs/shapes/colours, children to use cardboard etc to create their own roman shield.	

	Y5/6- Silhouette/ pyramid study- Mark Richardson. **Vocabulary:** silhouette, pyramid, colour, blend, texture, shadow. **Implementation:** explore the pyramids and their skyline, explore colours of sunsets, practise blending colours together, children to create their own silhouette pyramid art. **Objectives:** -find out about the work of artists, craft makers and designers making links to their own work. -improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. -work on a range of surfaces and scales. -develop artistic/visual vocabulary to discuss work -share own creations explaining the process used. -Create own artwork in the studied style **Specific Skills (WALT):** -draw using a variety of tools, techniques and surfaces -use a variety of ways of recording art work, eg iPads, cameras.	**Y4/5- Celtic patterns study.** **Vocabulary:** pattern, shape, colour, line, shadow, depth. **Implementation:** explore a variety of Celtic symbols and their meanings, explore techniques used to create them e.g. lines, patterns, children to create their own patterns using techniques. **Y5/6- Cave paintings study.** **Vocabulary:** painting, symbols, bold lines, animals. **Implementation:** Explore different cave paintings and their meanings, what tools were used?, children to create their own cave paintings, tea stain paper. **Objectives:** -find out about the work of artists, craft makers and

	-experiment with a wide range of materials, exploring combining techniques and styles. -experiment with tones, shading and shadows. -explore complimentary and contrasting colours and lightening / darkening with black or white. -explore water colours, experimenting with intensity of colour and different techniques (washes, etc).	designers making links to their own work. -improve mastery of art and design techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -continue to develop sketch books to record observations and use them to review, revisit and develop ideas, including mixed media work and annotations. -work on a range of surfaces and scales. -develop artistic/visual vocabulary to discuss work -share own creations explaining the process used. -Create own artwork in the studied style **<u>Specific Skills (WALT):</u>** -draw using a variety of tools, techniques and surfaces -experiment with tones, shading and shadows -use tracing to explore shape, proportion and pattern

		-use a variety of ways of recording art work, eg iPads, cameras. -experiment with a wide range of materials, exploring combining techniques and styles. -explore complimentary and contrasting colours and lightening / darkening with black or white. -explore water colours, experimenting with intensity of colour and different techniques (washes, etc).

Skills & Techniques	EYFS Aims	Y1 Aims	Y2 Aims	Y3 Aims	Y4 Aims	Y5 Aims	Y6 Aims
	Begin to use sketch books to record ideas. I can name secondary colours I can combine primary colours to make secondary colours I can hold a paint brush with my fingers and thumb, hand and arm pointing downwards I am learning to explore mono-printing I can create a mono print I am learning to mix colours for printing I am learning to pivot through my wrist and fingers to paint I am learning to add texture and change consistency of my paint	Continue sketch books to record observations and use them to revisit ideas To use a range of materials creatively to make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about 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.	Continue to develop sketch books to record observations and use them to review and revisit ideas To use a range of materials creatively to make and design products To develop their technical skills with a range of materials in a variety of forms. To learn about 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.	Continue to develop sketch books to record observations and use them to review, revisit and develop ideas To develop their techniques with creativity, developing awareness of different kinds of art, craft and design. To develop and improve their technical skills with a range of materials in a variety of forms. To learn about 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.	Continue to develop sketch books to record observations and use them to review, revisit and develop ideas To improve their techniques and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To learn about 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.	Continue to develop sketch books to record observations and use them to review, revisit and develop ideas To develop their techniques and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques in a variety of forms To learn about 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.	Continue to develop sketch books to record observations and use them to review, revisit and develop ideas To improve their mastery of techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design To improve their mastery of art and design techniques with a range of materials in a variety of forms To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and

	I am learning to trace and rub over different materials I am learning to create different effects using a variety of tools such as dots, scratches and splashes						making links to their own work.

Creating Ideas	Talk about the world around them, shapes, colours, textures, forms Explore a variety of materials (sand, paint, chalk, foam, pencil, felt tip pen, water etc) Build confidence in choosing what to do and how to do it. I can draw a person with increased features I am learning to draw objects from my memory I am learning to add a narrative to my paintings	Start to: -Work from observation and known objects -Begin to collect ideas in sketchbooks -Work with different materials -Begin to think what materials best suit the task	With confidence: -Work from observation and known objects -Use imagination to form simple images from given starting points or a description -Continue to collect ideas in sketchbooks -Work with different materials -Begin to think what materials best suit the task	Develop sketch books Use a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Experiment with a wider range of materials Present work in a variety of ways Plan and create work on a larger scale as a group	Continue to develop sketch books. Become more confident at a variety of ways to record ideas including digital cameras and iPads Develop artistic/visual vocabulary to discuss work Experiment with a wider range of materials Present work in a variety of ways Plan and create work on a larger scale as a group	Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques Plan and create work on a larger scale as a group	With confidence, select and develop ideas and use suitable materials confidently Improve quality of sketchbook with mixed media work and annotations Select own images and starting points for work Develop artistic/visual vocabulary when talking about own work and that of others Begin to explore possibilities, using and combining different styles and techniques

Drawing	Draw on different surfaces and coloured paper Begin to hold and use drawing tools correctly Explore different patterns and textures from observations and imagination Experiment with mark making Use thick felt tip pens/chalks/charcoal/ wax crayon/ pastel Use lines to enclose a space, and then begin to use these shapes to represent objects I can draw straight lines and crosses I am learning to draw objects from my memory I am learning to explore graded pencils and other mark making materials to make a range of lines and textures.	Begin to control lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/ wax crayon/ pastel Hold a large paint brush correctly Begin to add detail to line drawings Use tracing to copy pattern and shape Develop collages, based on a simple drawing, using papers and materials	Show confidence in controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/ wax crayon/ pastel Hold a large paint brush correctly Draw on smaller and larger scales Begin to add detail to line drawings Use tracing to explore pattern and shape Develop collages, based on a simple drawing, using papers and materials	Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Develop creating shadows Use tracing to explore pattern and shape	Experiment with different tones using graded pencils Include increased detail within work Draw on a range of scales Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Develop creating shadows and shading Use of tracing to explore shape, proportion, pattern	Use first hand observations using different viewpoints, developing more abstract representations Use a range of mediums on a range of backgrounds	Show confidence in using first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds

Colour	Develop language relating to colour (colour names) Experiment with colour Explore how colours can be changed Explore what happens when we mix colours Choose particular colours for a purpose I can name secondary colours I can combine primary colours to make secondary colours I can create a mono print I am learning to mix colours for printing	Recognise and name primary and secondary colours Explore and experiment with shades of colour Explore the relationship between mood and colour	Recognise and name primary and secondary colours and explore variations of the same colour Recognise warm and cold colours Create and experiment with shades of colour and name some of these	Mix and match colours (create palettes to match images) Explore lightening and darkening tones using black and white Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) Explore complementary and opposing colours in creating patterns	Mix and match colours (create palettes to match images and moods) Lighten and darken tones using black and white Develop working with colour to create more abstract colour palettes (e.g. blues for leaves) Explore complementary and opposing colours in creating patterns and collages	Build on previous work with colour by exploring intensity Develop skills in creating and using tones Develop confidence in using colour to create a mood Develop confidence in using complementary and opposing colours	Explore intensity of colour using different media Explore using limited colour palettes Confidently use colour to create a mood Improve confidence in using complementary and opposing colours

Painting	Explore developing range of mark makings using fingers, brush, sticks, feathers Explore developing techniques such rolling, splashing, dripping on different surface Develop language relating to paint and colour Explore what happens when colours are mixed. I can hold a paint brush with my fingers and thumb, hand and arm pointing downwards	Mix primary colours to make secondary colours Understand and practice using equipment correctly Begin to create washes to form backgrounds	Mix primary colours to make secondary colours and create shades and tones using black and white Explore creating textures with different tools Select and use different brushes Develop making washes to form backgrounds Understand and practice using equipment correctly	Develop further in colour mixing to create different shades and tones To experiment with tools and techniques such as layering, mixing media, scrapping through Work on a range of scales and surfaces Explore watercolours, lessening intensity of colour by adding more water Develop fine brush strokes Use a variety of tools and techniques including colour washes, different brush sizes and types	Develop confidence in creating different effects and textures with paint Experiment with tools and techniques such as layering, mixing media, scrapping through. Work on a range of scales and surfaces Experiment with watercolour, exploring intensity of colour to develop shades Develop fine brush strokes Begin to develop their own style of painting	Work on paint surface with other media such as chalk pastels, oil pastels, charcoal Show the effect of light/dark, colour, texture and tone Use watercolours with increasing control and confidence Improve mastery of fine brush strokes Work on a range of scales and surfaces Build confidence in using own style of painting.	Control and experiment with tones, shades and mood and build on previous knowledge Work on a range of scales and surfaces Use watercolour paint with control and confidence, applying skills to achieve desired effect (colour washes, pulling pigment out, using resists etc..) Improve confidence in mastery of fine brush strokes Be independent and confident in selecting their own tools, materials and techniques

Sculpture, Printing, Textiles	Explore using a range of materials such as clay and playdough Build and construct using a variety of objects Explore using clay and develop simple techniques Use language to explain skills and techniques Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance Explore rubbings of leaf, brick, coin etc Finger print, sponge print, block print to form patterns Talk about shapes, patterns and textures	Begin to look at 2D and 3D in terms of artwork, paintings, sculptures Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools Look at sculptures by known artists and natural objects as starting points for own work Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied Collect natural materials to create a temporary collage (an	Develop understanding of 2D and 3D in terms of artwork, paintings, sculptures Look at sculptures and try to recreate them using everyday objects /range of materials Begin to form own 3D pieces and consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools Look at sculptures by known artists and natural objects as starting points for own work Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control	Explore working with clay to achieve an effect. Investigate ways of joining clay – scratch and slip Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures as source material to re-create and re-invent using a range of materials.	Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip Look at sculptures as source material to re-create and re-invent using a range of materials.	Use pipe cleaners/wire to create sculptures of human forms Consider covering these with paper mache or **Modroc** to develop sculpture Look at sculptures as source material to re-create and re-invent using a range of materials.	Look at sculptures as source material to re-create and re-invent using a range of materials. Design and create sculpture, both small and large scale. Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc) Investigate techniques from paper printing (roller/ink)to working on fabrics Investigate ways of changing fabrics – tie-dying, printing, weaving, sewing, ironing, cutting, tearing, creasing, knotting etc.

	Explore a variety of textiles and fabric I am learning to join materials through using a stapler I can use a stapler to join materials I am learning to join materials through hole punch and treasury tags	autumn tree/ the school building using sticks /rocks /leaves etc) Investigate a range of textures through rubbings Develop tearing, cutting and layering paper to create different effects Dye paper / fabrics using tea, red cabbage, beetroot, onion, spinach	Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks /rocks /leaves etc) Develop tearing, cutting and layering paper and fabrics to create different effects Use control to dye paper / fabrics (using tea, red cabbage, beetroot, onion, spinach) to create a pattern or picture				