#### 3 Year Rolling Curriculum Programme

#### Class 1

Farly Learning Goal		Drawing	Painting
Early Learning Goal 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.		A Reception Artist will:  Create simple representations of events, people and objects.  Draw on different scales.  Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk  Experiment with mark making in different materials — sand, mud, soil, flour.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.	•Explore colour and how colour can be changed. •Explore what happens when colours are mixed. •Give names to colours. •Experiment with adding materials to paint to create texture. • Use a range of brush sizes and work on different coloured, sized, shaped papers. •Create marks with a variety of tools – fingers, twigs etc
Drinting	Couloturo	Collogo	
Printing  -Experiment with printing using hands, feet and fingersPrint with a range of hard and soft materials eg corks, pen barrels, sponge -Make rubbings to collect textures and patterns -Recreate texture using wallpaper, string, polystyrene	<ul> <li>Manipulate materials for a planned effect.</li> <li>Construct with a purpose in mind using a variety of resources.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners</li> <li>Roll a ball shape and a sausage shape using hands, pinch and roll coils.</li> </ul>	<ul> <li>Manipulate         materials for a         planned effect.</li> <li>Collage a range of         fabrics.</li> <li>Sort materials         according to specific         qualities, e.g. warm,         cold, shiny, smooth</li> <li>Combine materials         to create new effects         eg string, tissue         paper and glue</li> <li>Fold, crumple and         tear papers.</li> <li>Explore different         methods of attaching         materials – glue,         tape.</li> <li>Experience different         types of glue (stick         and wet).</li> </ul>	

# Class 2 Year A

National Curriculum Ob	piectives:	Drawing	
National Curriculum Objectives:  Key Stage 1 Pupils should be taught:  To use a range of materials creatively to design and 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  About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		Drawing  A Year 1 Artist will:  Explore a range of drawing tools to make marks  Begin to control the types of marks made with a range of media. Draw on different surfaces  Explore different textures  Draw from imagination  Explore drawing from observation  Investigate textures by describing, naming, rubbing and	A Year 2 Artist will:  Experiment with tools and surfaces Draw experiences and feelings Sketch to make records Begin to control marks made with different media Investigate tone by drawing light/dark lines using pencil Investigate textures and produce an expanding range of patterns
		copying  Produce a range of patterns and textures	patterns
Painting		Printing	
A Year 1 Artist will:  Begin to explore and experiment with the primary colours  Mix primary colours to create secondary colours  Describe collections of colours  Discuss and use warm and cold colours  Describe favourite colours and why colours may be used for different purposes  Explore a range of paint, brush sizes and tools	<ul> <li>A Year 2 Artist will:</li> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular painting styles</li> </ul>	A Year 1 Artist will:  Take rubbings from textured surfaces: e.g leaf, coin, tree bark Print pictures with a range of materials e.g. sponge, reels Begin to explore impressed printing e.g. with Styrofoam Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper	Explore repeated printing using a range of simple methods     Explore relief printing using string and card     Develop an impressed image     Identify a wider range of printed forms in everyday life and consider how the processes have changed over time

# Class 2 Year B

National Curriculum C	Objectives:	Drawing	
Key Stage 1	•	A Year 1 Artist	A Year 2 Artist will:
Pupils should be taught:		will:	
<ul> <li>To use a range of madesign and make production.</li> <li>To use drawing, paid develop and share the imagination.</li> <li>To develop a wide ratechniques in using coshape, form and space.</li> <li>About the work of a makers and designers differences and similar.</li> </ul>	aterials creatively to ducts niting and sculpture to eir ideas, experiences and ange of art and design plour, pattern, texture, line, e range of artists, crafts	Explore a range of drawing tools to make marks     Begin to control the types of marks made with a range of media.    Draw on different surfaces     Explore different textures     Draw from imagination     Explore drawing from observation     Investigate textures by describing, naming, rubbing and copying     Produce a range of patterns and textures	<ul> <li>Experiment with tools and surfaces</li> <li>Draw experiences and feelings</li> <li>Sketch to make records</li> <li>Begin to control marks made with different media</li> <li>Investigate tone by drawing light/dark lines using pencil</li> <li>Investigate textures and produce an expanding range of patterns</li> </ul>
Printing		Collage	
A Year 1 Artist will:	A Year 2 Artist will:	A Year 1 Artist will:	A Year 2 Artist will:
<ul> <li>Take rubbings from textured surfaces: e.g leaf, coin, tree bark</li> <li>Print pictures with a range of materials e.g. sponge, reels</li> <li>Begin to explore impressed printing e.g. with Styrofoam</li> <li>Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper</li> </ul>	<ul> <li>Explore repeated printing using a range of simple methods</li> <li>Explore relief printing using string and card</li> <li>Develop an impressed image</li> <li>Identify a wider range of printed forms in everyday life and consider how the processes have changed over time</li> </ul>	<ul> <li>Begin to use scissors and tearing to create a range of shapes</li> <li>Explores different methods of fixing one material to another</li> <li>Create an image from a variety of cut or torn media</li> <li>Arrange and glue materials to different backgrounds</li> </ul>	<ul> <li>Develop a range of cutting, tearing and fixing techniques to create a specific picture</li> <li>Use scissors in a controlled way to cut with accuracy</li> <li>Fold, crumple, tear and overlap papers to create an image</li> <li>Has experience of adhesives and decides on most effective for a given task</li> </ul>

# Class 2 Year C

Notional Commissions Ok	sia ativa a c	Drowing	
National Curriculum Objectives:		Drawing A Year 1 Artist will:	A Year 2 Artist will:
Key Stage 1			A Teal 2 Allist Will.
Pupils should be taught:		<ul> <li>Explore a range of drawing tools to make</li> </ul>	- Experiment with
design and make produ	To use a range of materials creatively to		<ul> <li>Experiment with tools and surfaces</li> </ul>
<ul> <li>To use drawing, pain</li> </ul>		marks	<ul> <li>Draw experiences</li> </ul>
develop and share thei		<ul> <li>Begin to control the types of marks made</li> </ul>	and feelings
and imagination	i ideas, experiences	with a range of media.	Sketch to make
■ To develop a wide rar	nge of art and design	Draw on different	records
techniques in using col		surfaces	Begin to control
line, shape, form and s		Explore different	marks made with
<ul> <li>About the work of a ra</li> </ul>		textures	different media
makers and designers,		Draw from	<ul> <li>Investigate tone</li> </ul>
differences and similari	•	imagination	by drawing
practices and discipline		<ul> <li>Explore drawing</li> </ul>	light/dark lines
their own work	, G	from observation	using pencil
		<ul> <li>Investigate textures</li> </ul>	<ul><li>Investigate</li></ul>
		by describing, naming,	textures and
		rubbing and copying	produce an
		<ul> <li>Produce a range of</li> </ul>	expanding range of
		patterns and textures	patterns
Painting		Sculpture	
A Year 1 Artist will:	A Year 2 Artist will:	A Year 1 Artist will:	A Year 2 Artist will:
71 Todi 17 ittot Will.	7 Todi 2 Milist Will.	7 Todi Tritiot Will.	7 Tour 2 / Trust Will.
			• Show an
Begin to explore and experiment with the	Begin to describe a range of colours	<ul> <li>Enjoy handling, feeling and</li> </ul>	
Begin to explore and	Begin to describe a	■ Enjoy handling,	■ Show an
Begin to explore and experiment with the	Begin to describe a range of colours	<ul><li>Enjoy handling, feeling and</li></ul>	Show an awareness that
<ul> <li>Begin to explore and experiment with the primary colours</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> </ul>	<ul> <li>Enjoy handling,</li> <li>feeling and</li> <li>manipulating a range</li> <li>of materials</li> <li>Construct using a</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold colours</li> <li>Describe</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> <li>Build a construction</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> <li>Join materials</li> </ul>
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<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold colours</li> <li>Describe favourite colours and why colours may be used for different purposes</li> <li>Explore a range of</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> <li>Build a construction using a variety of objects • Imprint and apply decoration to a 3D model • Discuss the different types of</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> <li>Join materials together and apply decorative techniques</li> <li>Replicate patterns and textures in a 3D form</li> <li>Discuss the work</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold colours - Describe favourite colours and why colours may be used for different purposes</li> <li>Explore a range of paint, brush sizes and</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> <li>Build a construction using a variety of objects - Imprint and apply decoration to a 3D model - Discuss the different types of buildings in their</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> <li>Join materials together and apply decorative techniques</li> <li>Replicate patterns and textures in a 3D form</li> <li>Discuss the work of other sculptors</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold colours - Describe favourite colours and why colours may be used for different purposes</li> <li>Explore a range of paint, brush sizes and</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> <li>Build a construction using a variety of objects - Imprint and apply decoration to a 3D model - Discuss the different types of buildings in their</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> <li>Join materials together and apply decorative techniques</li> <li>Replicate patterns and textures in a 3D form</li> <li>Discuss the work of other sculptors and relate these to</li> </ul>
<ul> <li>Begin to explore and experiment with the primary colours</li> <li>Mix primary colours to create secondary colours</li> <li>Describe collections of colours</li> <li>Discuss and use warm and cold colours - Describe favourite colours and why colours may be used for different purposes</li> <li>Explore a range of paint, brush sizes and</li> </ul>	<ul> <li>Begin to describe a range of colours</li> <li>Mix a range of secondary and tertiary colours</li> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	<ul> <li>Enjoy handling, feeling and manipulating a range of materials</li> <li>Construct using a range of media</li> <li>Cut shapes using scissors and other modelling tools in a safe way</li> <li>Build a construction using a variety of objects - Imprint and apply decoration to a 3D model - Discuss the different types of buildings in their</li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> <li>Join materials together and apply decorative techniques</li> <li>Replicate patterns and textures in a 3D form</li> <li>Discuss the work of other sculptors</li> </ul>

# Class 3 Year A

	ala ativa a	Drawing	
National Curriculum Ol	ojectives:	Drawing A Year 2 Artist will:	A Voor 2 Artist wills
Key Stage 1	+•	A rear 2 Artist Will:	A Year 3 Artist will:
Pupils should be taught:  To use a range of materials creatively to		- Evporiment with	- Evporiment with
		<ul> <li>Experiment with tools and surfaces</li> </ul>	<ul> <li>Experiment with various pencils</li> </ul>
design and make products  To use drawing, painting and sculpture to			<ul><li>Use a sketchbook</li></ul>
•	•	Draw experiences     and feelings	to document and
develop and share their ideas, experiences		and feelings • Sketch to make	develop ideas
<ul><li>and imagination</li><li>To develop a wide range of art and design</li></ul>		records	■ Draw from
techniques in using co		Begin to control	observation and
line, shape, form and s		marks made with	imagination
<ul> <li>About the work of a range</li> </ul>	•	different media	<ul><li>Experiment with</li></ul>
makers and designers	•	<ul> <li>Investigate tone by</li> </ul>	mark making using
differences and similar	•	drawing light/dark	alternative tools
practices and discipline		lines using pencil	<ul><li>Create initial</li></ul>
their own work	oo, and maning in ite	<ul> <li>Investigate textures</li> </ul>	sketches for painting
Key Stage 2		and produce an	<ul> <li>Begin to draw with</li> </ul>
Pupils should be taugh	t:	expanding range of	accuracy
<ul> <li>To create sketchbook</li> </ul>		patterns	<ul><li>Discuss shadows,</li></ul>
observations and use t			light and dark
revisit ideas			<ul> <li>Have an awareness</li> </ul>
<ul> <li>To improve their mas</li> </ul>	tery of art and design		of how pattern can be
techniques, including of	Irawing, painting and		used to create
sculpture with a range	of materials (for		texture
example pencil, charco	oal, paint, clay)		
<ul> <li>About great artists, and</li> </ul>	chitects and designers		
in history			
Painting		Printing  A Year 2 Artist will:  A Year 3 Artist will:	
A Year 2 Artist will:	A Year 3 Artist will:	A Year 2 Artist will:	A Year 3 Artist will:
- Regin to describe a	<ul><li>Make tints of one</li></ul>	- Evoloro repeated	- Decign and create a
<ul> <li>Begin to describe a range of colours</li> </ul>	colour by adding	<ul> <li>Explore repeated printing using a range</li> </ul>	<ul> <li>Design and create a repeated relief print</li> </ul>
Mix a range of	white	of simple methods	considering
secondary and	■ Darken / Lighten	<ul> <li>Explore relief</li> </ul>	background paper
tertiary colours		- Explore reliei	background paper
	coloure without using	printing using string	
	colours without using	printing using string	<ul><li>Use sketchbooks to</li></ul>
<ul> <li>Be able to discuss</li> </ul>	black / white	and card	<ul> <li>Use sketchbooks to explore and develop</li> </ul>
Be able to discuss the colour wheel	black / white Mix / create colour	and card  • Develop an	<ul> <li>Use sketchbooks to explore and develop prints making</li> </ul>
<ul><li>Be able to discuss the colour wheel</li><li>Talk about why they</li></ul>	black / white  Mix / create colour for use on a large	and card • Develop an impressed image	<ul> <li>Use sketchbooks to explore and develop prints making changes where</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)	and card  Develop an impressed image Identify a wider	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of	and card  Develop an impressed image Identify a wider range of printed	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create	and card  Develop an impressed image Identify a wider range of printed forms in everyday life	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range</li> </ul>	black / white  • Mix / create colour for use on a large scale. (wash)  • Explore a variety of media to create colour (paint, crayon,	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create colour (paint, crayon, coloured pencil,	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the processes have	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	black / white  • Mix / create colour for use on a large scale. (wash)  • Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the processes have	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)  Demonstrate	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the processes have	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)  Demonstrate increasing control of	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the processes have	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and</li> </ul>
<ul> <li>Be able to discuss the colour wheel</li> <li>Talk about why they have selected colours for their artwork</li> <li>Begin use a range of paint and discuss why some are more suited to particular</li> </ul>	black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)  Demonstrate	and card  Develop an impressed image  Identify a wider range of printed forms in everyday life and consider how the processes have	<ul> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and</li> </ul>

# Class 3 Year B

National Curriculum O	hiectives:	Drawing	
Key Stage 1	bjeenves.	A Year 2 Artist	A Year 3 Artist will:
Pupils should be taugh	nt·	will:	A TOUT O ATTIST WIII.
<ul> <li>To use a range of materials creatively to</li> </ul>		WIII.	<ul> <li>Experiment with</li> </ul>
· ·		- Evporiment with	various pencils
design and make products  To use drawing, painting and sculpture to		<ul> <li>Experiment with tools and surfaces</li> </ul>	<ul><li>Use a sketchbook to</li></ul>
•	•		
	ir ideas, experiences and	• Draw	document and
imagination	and of ort and decide	experiences and	develop ideas
■ To develop a wide ra		feelings	<ul> <li>Draw from observation and</li> </ul>
	lour, pattern, texture, line,	Sketch to make	
shape, form and space		records	imagination
<ul> <li>About the work of a r</li> </ul>		Begin to control	Experiment with
makers and designers		marks made with	mark making using
	rities between different	different media	alternative tools
·	es, and making links to	<ul> <li>Investigate tone</li> </ul>	Create initial
their own work		by drawing	sketches for painting
Key Stage 2	-4.	light/dark lines	Begin to draw with
Pupils should be taugh		using pencil	accuracy
To create sketchbool		• Investigate	• Discuss shadows,
	them to review and revisit	textures and	light and dark
ideas	stam, of aut and decima	produce an	Have an awareness
■ To improve their mas		expanding range	of how pattern can be
techniques, including drawing, painting and		of patterns	used to create texture
	of motorials (for example	-	
sculpture with a range	of materials (for example		
sculpture with a range pencil, charcoal, paint,	, clay)		
sculpture with a range pencil, charcoal, paint, • About great artists, a			
sculpture with a range pencil, charcoal, paint, About great artists, a history	, clay)	Collage	
sculpture with a range pencil, charcoal, paint, • About great artists, a history  Printing	, clay) rchitects and designers in	Collage A Year 2 Artist	A Year 3 Artist will:
sculpture with a range pencil, charcoal, paint, About great artists, a history	, clay)	A Year 2 Artist	A Year 3 Artist will:
sculpture with a range pencil, charcoal, paint, About great artists, a history Printing A Year 2 Artist will:	, clay) rchitects and designers in  A Year 3 Artist will:		
sculpture with a range pencil, charcoal, paint, About great artists, a history Printing A Year 2 Artist will: Explore repeated	A Year 3 Artist will:  Design and create a	A Year 2 Artist will:	<ul> <li>Understand the</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history Printing A Year 2 Artist will: Explore repeated printing using a	A Year 3 Artist will:  Design and create a repeated relief print	A Year 2 Artist will:  Develop a range	<ul> <li>Understand the properties of different</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple	A Year 3 Artist will:  Design and create a repeated relief print considering background	A Year 2 Artist will:  • Develop a range of cutting, tearing	<ul> <li>Understand the properties of different glue and how these</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods	A Year 3 Artist will:  Design and create a repeated relief print considering background paper	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing	<ul> <li>Understand the properties of different glue and how these can be used to fix</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief	A Year 3 Artist will:  Design and create a repeated relief print considering background paper Use sketchbooks to	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> </ul>
sculpture with a range pencil, charcoal, paint, • About great artists, a history  Printing  A Year 2 Artist will:  • Explore repeated printing using a range of simple methods • Explore relief printing using string	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a</li> </ul>
sculpture with a range pencil, charcoal, paint, • About great artists, a history  Printing  A Year 2 Artist will:  • Explore repeated printing using a range of simple methods • Explore relief printing using string and card	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image	A Year 3 Artist will:  Design and create a repeated relief print considering background paper Use sketchbooks to explore and develop prints making changes where needed Understand the	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> </ul>
sculpture with a range pencil, charcoal, paint, • About great artists, a history  Printing  A Year 2 Artist will:  • Explore repeated printing using a range of simple methods • Explore relief printing using string and card • Develop an impressed image • Identify a wider range of printed	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between repeat printing and mono	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy Fold, crumple,	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select</li> </ul>
sculpture with a range pencil, charcoal, paint,	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy Fold, crumple, tear and overlap	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to</li> </ul>
sculpture with a range pencil, charcoal, paint,	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between repeat printing and mono	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy Fold, crumple, tear and overlap papers to create	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to form a collaged</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider range of printed forms in everyday life and consider how the processes	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between repeat printing and mono	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy  Fold, crumple, tear and overlap papers to create an image	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to</li> </ul>
sculpture with a range pencil, charcoal, paint,	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between repeat printing and mono	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy Fold, crumple, tear and overlap papers to create an image Has experience	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to form a collaged</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider range of printed forms in everyday life and consider how the processes	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between repeat printing and mono	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy Fold, crumple, tear and overlap papers to create an image Has experience of adhesives and	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to form a collaged</li> </ul>
sculpture with a range pencil, charcoal, paint, About great artists, a history  Printing  A Year 2 Artist will:  Explore repeated printing using a range of simple methods Explore relief printing using string and card Develop an impressed image Identify a wider range of printed forms in everyday life and consider how the processes have changed over	A Year 3 Artist will:  Design and create a repeated relief print considering background paper  Use sketchbooks to explore and develop prints making changes where needed  Understand the difference between repeat printing and mono	A Year 2 Artist will:  Develop a range of cutting, tearing and fixing techniques to create a specific picture  Use scissors in a controlled way to cut with accuracy Fold, crumple, tear and overlap papers to create an image Has experience	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured papers to form a collaged</li> </ul>

# Class 3 Year C

National Curriculum Ob	niectives:	Drawing	
Key Stage 1	jectives.	A Year 2 Artist will:	A Year 3 Artist will:
Pupils should be taugh	<del>t</del> ·	A real 2 Artist Will.	A Todi 5 Aitist Will.
<ul> <li>To use a range of materials creatively to</li> </ul>		<ul> <li>Experiment with</li> </ul>	<ul> <li>Experiment with</li> </ul>
design and make products		tools and surfaces	various pencils
To use drawing, painting and sculpture to		<ul> <li>Draw experiences</li> </ul>	<ul> <li>Use a sketchbook</li> </ul>
develop and share their ideas, experiences		and feelings	to document and
and imagination		<ul> <li>Sketch to make</li> </ul>	develop ideas
<ul> <li>To develop a wide range of art and design</li> </ul>		records	<ul><li>Draw from</li></ul>
techniques in using colour, pattern, texture,		<ul> <li>Begin to control</li> </ul>	observation and
	line, shape, form and space		imagination
<ul> <li>About the work of a ra</li> </ul>	-	different media	<ul> <li>Experiment with</li> </ul>
makers and designers,	describing the	<ul> <li>Investigate tone by</li> </ul>	mark making using
differences and similari	ties between different	drawing light/dark	alternative tools
practices and discipline	es, and making links to	lines using pencil	<ul> <li>Create initial</li> </ul>
their own work		<ul> <li>Investigate textures</li> </ul>	sketches for
Key Stage 2		and produce an	painting
Pupils should be taugh		expanding range of	<ul> <li>Begin to draw with</li> </ul>
<ul> <li>To create sketchbook</li> </ul>		patterns	accuracy
observations and use the	nem to review and		<ul> <li>Discuss shadows,</li> </ul>
revisit ideas	lam, of out out declars		light and dark
To improve their mast			Have an
techniques, including d	• • •		awareness of how
sculpture with a range of example pencil, charco			pattern can be used to create
			texture
About great artists, architects and designers     big big to me.			
_	ormooto aria accignore		toxtaro
in history Painting	ormoote and designers	Sculpture	toxtaro
in history	A Year 3 Artist will:	Sculpture A Year 2 Artist will:	A Year 3 Artist will:
in history Painting A Year 2 Artist will:	A Year 3 Artist will:	A Year 2 Artist will:	A Year 3 Artist will:
in history  Painting  A Year 2 Artist will:  Begin to describe a	A Year 3 Artist will:  • Make tints of one	A Year 2 Artist will:  Show an awareness	A Year 3 Artist will:  Plan, shape,
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours	A Year 3 Artist will:  • Make tints of one colour by adding	A Year 2 Artist will:  Show an awareness that natural and	A Year 3 Artist will:  Plan, shape, mould and make
in history Painting A Year 2 Artist will:  Begin to describe a range of colours Mix a range of	A Year 3 Artist will:  Make tints of one colour by adding white	A Year 2 Artist will:  Show an awareness that natural and human made	A Year 3 Artist will:  Plan, shape, mould and make constructions from
in history Painting A Year 2 Artist will:  Begin to describe a range of colours Mix a range of secondary and	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss	A Year 3 Artist will:  • Make tints of one colour by adding white  • Darken / Lighten colours without using black / white	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture  Create models from	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture  Create models from imagination and direct	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture Create models from imagination and direct observation	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash)	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture  Create models from imagination and direct observation  Join materials	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture Create models from imagination and direct observation Join materials together and apply	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture  Create models from imagination and direct observation  Join materials together and apply decorative techniques	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and
in history Painting A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon,	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture Create models from imagination and direct observation Join materials together and apply	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture Create models from imagination and direct observation Join materials together and apply decorative techniques Replicate patterns	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more
in history Painting A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)	A Year 2 Artist will:  Show an awareness that natural and human made materials can be used to create sculpture  Create models from imagination and direct observation  Join materials together and apply decorative techniques  Replicate patterns and textures in a 3D	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials  Understand the different adhesives and methods used in construction  Consider and discuss aesthetics  Produce more intricate surface patterns using a
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more suited to particular	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels	Show an awareness that natural and human made materials can be used to create sculpture     Create models from imagination and direct observation     Join materials together and apply decorative techniques     Replicate patterns and textures in a 3D form     Discuss the work of other sculptors and	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more suited to particular	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of	Show an awareness that natural and human made materials can be used to create sculpture     Create models from imagination and direct observation     Join materials together and apply decorative techniques     Replicate patterns and textures in a 3D form     Discuss the work of other sculptors and relate these to their	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes Show an awareness of how texture, form and
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more suited to particular	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks	Show an awareness that natural and human made materials can be used to create sculpture     Create models from imagination and direct observation     Join materials together and apply decorative techniques     Replicate patterns and textures in a 3D form     Discuss the work of other sculptors and relate these to their own ideas and	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes Show an awareness of how texture, form and shape can be
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more suited to particular	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks made to create	Show an awareness that natural and human made materials can be used to create sculpture     Create models from imagination and direct observation     Join materials together and apply decorative techniques     Replicate patterns and textures in a 3D form     Discuss the work of other sculptors and relate these to their	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes Show an awareness of how texture, form and shape can be transferred from 2D
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more suited to particular	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks	Show an awareness that natural and human made materials can be used to create sculpture     Create models from imagination and direct observation     Join materials together and apply decorative techniques     Replicate patterns and textures in a 3D form     Discuss the work of other sculptors and relate these to their own ideas and	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes Show an awareness of how texture, form and shape can be transferred from 2D to 3D
in history  Painting  A Year 2 Artist will:  Begin to describe a range of colours  Mix a range of secondary and tertiary colours  Be able to discuss the colour wheel  Talk about why they have selected colours for their artwork  Begin use a range of paint and discuss why some are more suited to particular	A Year 3 Artist will:  Make tints of one colour by adding white Darken / Lighten colours without using black / white Mix / create colour for use on a large scale. (wash) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks made to create	Show an awareness that natural and human made materials can be used to create sculpture     Create models from imagination and direct observation     Join materials together and apply decorative techniques     Replicate patterns and textures in a 3D form     Discuss the work of other sculptors and relate these to their own ideas and	A Year 3 Artist will:  Plan, shape, mould and make constructions from different materials Understand the different adhesives and methods used in construction Consider and discuss aesthetics Produce more intricate surface patterns using a range of processes Show an awareness of how texture, form and shape can be transferred from 2D

# Class 4 Year A

National Curriculum Ol	ojectives:	Drawing	
Key Stage 2		A Year 4 Artist will:	A Year 5 Artist will:
By the end of each key stage, pupils are			
expected to know, apply and understand the		<ul> <li>Consider scale and</li> </ul>	<ul> <li>Work in a sustained</li> </ul>
matters, skills and prod	•	proportion	and independent way
relevant programme of		Create accurate	to create an
In Key Stage 2 pupils s	•	observational	accurate, detailed
develop their technique		drawings	drawing. Developing
control and their use of	•	<ul><li>Work on a variety of</li></ul>	key elements of their
creativity, experimenta		scales	work (line, tone,
awareness of different	•	<ul> <li>Produce drawings</li> </ul>	pattern, texture)
design.	,	using IT	<ul> <li>Draw from different</li> </ul>
Pupils should be taugh	t:	<ul> <li>Identify and draw</li> </ul>	viewpoints
<ul> <li>To create sketchbook</li> </ul>		the effect of light	considering horizon
observations and use t	hem to review and	Draw for a	lines.
revisit ideas		sustained period of	<ul> <li>Begin to consider</li> </ul>
<ul> <li>To improve their mas</li> </ul>	tery of art and design	time	perspective
techniques, including of		<ul> <li>Collect and record</li> </ul>	<ul> <li>Use different</li> </ul>
sculpture with a range		visual information	techniques for
example pencil, charco	oal, paint, clay)	<ul> <li>Plan and collect</li> </ul>	purpose eg. different
<ul> <li>About great artists, ar</li> </ul>	rchitects and designers	source material	styles of shading
in history	· ·	<ul> <li>Develop techniques</li> </ul>	<ul> <li>Work from a variety</li> </ul>
		to create intricate	of sources including
		patterns – range of	observation and
		media	photographs to
		III <del>c</del> uia	priolographs to
		media	develop own work
Painting		Printing	
Painting A Year 4 Artist will:	A Year 5 Artist will:		
A Year 4 Artist will:		Printing A Year 4 Artist will:	develop own work  A Year 5 Artist will:
A Year 4 Artist will:  • Make tints, tones	Make and discuss	Printing A Year 4 Artist will:  Design and create a	A Year 5 Artist will:  Gain experience in
A Year 4 Artist will:  • Make tints, tones and shades using	<ul> <li>Make and discuss hue, tint, tone, shade</li> </ul>	Printing A Year 4 Artist will: Design and create a Collograph print	A Year 5 Artist will:  Gain experience in overlaying colours
A Year 4 Artist will:  • Make tints, tones and shades using white, grey and black	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours,</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and suggest why it has	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence,</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing	A Year 5 Artist will:  - Gain experience in overlaying colours - Start to overlay prints with other media - Continue to
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint and / or equipment	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge = Select colour for purpose explaining choices</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an	develop own work  A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore,
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint and / or equipment for the task. Select colour to reflect mood	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge = Select colour for purpose explaining choices</li> <li>Discuss how colour</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing	develop own work  A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different brush strokes and	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge = Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas,</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint and / or equipment for the task. Select colour to reflect mood  Explore different brush strokes and why / when they	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge = Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood.</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint and / or equipment for the task. Select colour to reflect mood  Explore different brush strokes and why / when they might be used	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge - Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood Confidently control</li> </ul>	Printing A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different brush strokes and why / when they might be used  Begin to discuss how	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different brush strokes and why / when they might be used Begin to discuss how they are influenced	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge = Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood. = Confidently control the types of marks made and</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black  Observe colour and suggest why it has been used  Independently choose the right paint and / or equipment for the task. Select colour to reflect mood  Explore different brush strokes and why / when they might be used Begin to discuss how they are influenced by the work of other	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks made and experiment with</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different brush strokes and why / when they might be used Begin to discuss how they are influenced	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks made and experiment with different effects and</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future
A Year 4 Artist will:  Make tints, tones and shades using white, grey and black Observe colour and suggest why it has been used Independently choose the right paint and / or equipment for the task. Select colour to reflect mood Explore different brush strokes and why / when they might be used Begin to discuss how they are influenced by the work of other	<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks made and experiment with</li> </ul>	Printing  A Year 4 Artist will:  Design and create a Collograph print using a range of materials Explore the process of mono printing Demonstrate an awareness of printing with multiple colours Demonstrate an awareness of printing onto fabric and consider the difference to printing	A Year 5 Artist will:  Gain experience in overlaying colours Start to overlay prints with other media Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future

#### Class 4 Year B

N ( 10 1 1 0		ъ .	
National Curriculum C	Objectives:	Drawing	A >/
Key Stage 2		A Year 4 Artist	A Year 5 Artist will:
By the end of each ke		will:	
	oly and understand the		<ul> <li>Work in a sustained</li> </ul>
	cesses specified in the	<ul> <li>Consider scale</li> </ul>	and independent way
relevant programme o	•	and proportion	to create an accurate,
In Key Stage 2 pupils	should be taught to	<ul> <li>Create accurate</li> </ul>	detailed drawing.
develop their techniqu	ies, including their control	observational	Developing key
and their use of mater		drawings	elements of their work
experimentation and a	an increasing awareness of	<ul><li>Work on a</li></ul>	(line, tone, pattern,
different kinds of art, of	craft and design.	variety of scales	texture)
Pupils should be taug	ht:	<ul><li>Produce</li></ul>	<ul> <li>Draw from different</li> </ul>
<ul> <li>To create sketchboo</li> </ul>	ks to record their	drawings using IT	viewpoints
observations and use	them to review and revisit	<ul><li>Identify and draw</li></ul>	considering horizon
ideas		the effect of light	lines.
<ul> <li>To improve their mas</li> </ul>	stery of art and design	■ Draw for a	<ul> <li>Begin to consider</li> </ul>
techniques, including		sustained period	perspective
	of materials (for example	of time	<ul> <li>Use different</li> </ul>
pencil, charcoal, paint	•	<ul> <li>Collect and</li> </ul>	techniques for
•	architects and designers in	record visual	purpose eg. different
history	3	information	styles of shading
		<ul> <li>Plan and collect</li> </ul>	<ul> <li>Work from a variety</li> </ul>
		source material	of sources including
		<ul><li>Develop</li></ul>	observation and
		techniques to	photographs to
		create intricate	develop own work
		patterns – range	
		of media	
Printing		Collage	
A Year 4 Artist will:	A Year 5 Artist will:	A Year 4 Artist will:	A Year 5 Artist will:
<ul> <li>Design and create</li> </ul>	<ul> <li>Gain experience in</li> </ul>		<ul> <li>To create a</li> </ul>
a Collograph print	overlaying colours	<ul><li>Develops</li></ul>	photomontage using
using a range of	Start to overlay prints	experience in	given photographs
materials	with other media	embellishing,	from a range of
<ul> <li>Explore the</li> </ul>	Continue to experience	using more	sources • Add collage
process of mono	in combining prints to	advanced joining	to a painted, printed
printing	produce an end piece	techniques	or drawn background
	•	Experiment with	to enhance work
	Demonstrate an     Explore, experiment,		to official too work
awareness of plan and collect source		a range of collage	
printing with multiple	plan and collect source	a range of collage	
printing with multiple		techniques such	
colours •	plan and collect source	techniques such as tearing,	
colours • Demonstrate an	plan and collect source	techniques such as tearing, overlapping and	
colours • Demonstrate an awareness of	plan and collect source	techniques such as tearing, overlapping and layering to create	
colours • Demonstrate an awareness of printing onto fabric	plan and collect source	techniques such as tearing, overlapping and	
colours • Demonstrate an awareness of printing onto fabric and consider the	plan and collect source	techniques such as tearing, overlapping and layering to create	
colours • Demonstrate an awareness of printing onto fabric and consider the difference to printing	plan and collect source	techniques such as tearing, overlapping and layering to create	
colours • Demonstrate an awareness of printing onto fabric and consider the	plan and collect source	techniques such as tearing, overlapping and layering to create	

#### Class 4 Year C

#### National Curriculum Objectives: Drawing Key Stage 2 A Year 4 Artist will: A Year 5 Artist will: By the end of each key stage, pupils are expected to know, apply and understand the Consider scale and Work in a matters, skills and processes specified in the proportion sustained and relevant programme of study. Create accurate independent way to In Key Stage 2 pupils should be taught to observational create an accurate, develop their techniques, including their detailed drawing. drawings control and their use of materials, with Work on a variety of Developing key creativity, experimentation and an increasing elements of their scales awareness of different kinds of art, craft and Produce drawings work (line, tone, design. using IT pattern, texture) Draw from Pupils should be taught: Identify and draw the To create sketchbooks to record their effect of light different viewpoints observations and use them to review and Draw for a sustained considering horizon period of time revisit ideas lines. Begin to consider To improve their mastery of art and design Collect and record visual information techniques, including drawing, painting and perspective Use different sculpture with a range of materials (for Plan and collect example pencil, charcoal, paint, clay) source material techniques for About great artists, architects and designers Develop techniques purpose eq. in history to create intricate different styles of patterns – range of shading Work from a media variety of sources including observation and photographs to develop own work Painting Sculpture A Year 4 Artist will: A Year 5 Artist will: A Year 4 Artist will: A Year 5 Artist will: Make tints, tones Make and discuss Discuss the work of Develop an understanding of and shades using hue, tint, tone, shade other sculptors and architects and how white, grey and black and mood different ways of Observe colour and Mix colours, shades, finishing work (e.g. these have influenced glaze, paint, polish, suggest why it has tones, tints with their own work / been used confidence, building designs varnish) Independently on previous Work in a safe. Understand that a choose the right paint knowledge - Select organised way, caring range of media can and / or equipment for colour for purpose for equipment. Secure be selected (due to the task. • Select explaining choices work to continue at a their properties) for colour to reflect mood Discuss how colour later date different purposes Explore different can be used to Make slip to join and Independently brush strokes and secure pieces of clay recognise problems express ideas. why / when they feelings and mood. • together and adapt work might be used • Begin Confidently control Adapt work when when necessary to discuss how they the types of marks necessary and explain taking inspiration are influenced by the made and experiment from other whv. work of other artists with different effects sculptors Demonstrate and textures awareness in

	environmental	
	sculpture	

# Class 5 Year A

National Curriculum Ol	niectives:	Drawing	
Key Stage 2		A Year 5 Artist will:	A Year 6 Artist will:
By the end of each key stage, pupils are		7. Todi o Aitiot Will.	, , , oai o , ii iiot wiii.
expected to know, apply and understand the		<ul> <li>Work in a sustained</li> </ul>	<ul> <li>Select appropriate</li> </ul>
matters, skills and processes specified in the		and independent way	media and
relevant programme of		to create an	techniques to
In Key Stage 2 pupils s	•	accurate, detailed	achieve a specific
develop their technique		drawing. Developing	outcome
control and their use of		key elements of their	<ul> <li>Develop their own</li> </ul>
creativity, experimenta		work (line, tone,	style
awareness of different	•	pattern, texture)	■ Draw for a
design.	miles of art, orant aria	<ul><li>Draw from different</li></ul>	sustained period of
Pupils should be taugh	ıt·	viewpoints	time over a number
<ul> <li>To create sketchbook</li> </ul>		considering horizon	of sessions
observations and use t		lines.	<ul><li>Use tone in</li></ul>
revisit ideas		<ul> <li>Begin to consider</li> </ul>	drawings to achieve
■ To improve their mas	tery of art and design	perspective	depth
techniques, including of		<ul> <li>Use different</li> </ul>	<ul> <li>Develop drawing</li> </ul>
sculpture with a range		techniques for	with perspective and
example pencil, charco		purpose eg. different	focal points
	rchitects and designers	styles of shading	<ul> <li>Adapt drawings</li> </ul>
in history	3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<ul><li>Work from a variety</li></ul>	according to
,		of sources including	evaluations and
		observation and	discuss further
		photographs to	developments
		develop own work	
Painting		Printing	
A Year 5 Artist will:	A Year 6 Artist will:	A Year 5 Artist will:	A Year 6 Artist will:
<ul><li>Make and discuss</li></ul>	<ul> <li>Select colour to</li> </ul>	<ul> <li>Gain experience in</li> </ul>	<ul><li>Use Thermofax</li></ul>
hue, tint, tone, shade	express feelings	overlaying colours	screens to explore
and mood	• Discuss harmonious	<ul> <li>Start to overlay</li> </ul>	screen printing
<ul><li>Mix colours,</li></ul>	and contrasting	prints with other	<ul> <li>Combine different</li> </ul>
shades, tones, tints	colours and their	media	printing techniques
with confidence,	placement on the	<ul> <li>Continue to</li> </ul>	within the same piece
building on previous	colour wheel	experience in	of artwork
knowledge • Select	<ul> <li>Work in a sustained</li> </ul>	combining prints to	<ul> <li>Use print as a</li> </ul>
colour for purpose	and independent	produce an end piece	starting point to
explaining choices	way, developing own	<ul><li>Explore,</li></ul>	embroidery
• Discuss how colour	style	experiment, plan and	,
can be used to	<ul> <li>Purposefully</li> </ul>	collect source	
express ideas,	controlling the types	material for future	
feelings and mood.			
	of marks,	work	
		work	
Confidently control	of marks,	work	
	of marks, brushstrokes used to create desired effect	work	
Confidently control the types of marks made and	of marks, brushstrokes used to	work	
Confidently control the types of marks made and experiment with	of marks, brushstrokes used to create desired effect • Use colours and brushstrokes to	work	
Confidently control the types of marks made and	of marks, brushstrokes used to create desired effect • Use colours and	work	

#### Class 5 Year B

<u></u>		l <b>–</b> .	
	bjectives:		A.V
National Curriculum Objectives:  Key Stage 2  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.  In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)  About great artists, architects and designers in history		Prawing A Year 5 Artist will:  Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines. Begin to consider perspective Use different techniques for purpose eg. different styles of shading Work from a variety of sources including observation and photographs to develop own work	A Year 6 Artist will:  Select appropriate media and techniques to achieve a specific outcome Develop their own style Draw for a sustained period of time over a number of sessions Use tone in drawings to achieve depth Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments
		•	
Printing		Collage	
<ul> <li>A Year 5 Artist will:</li> <li>Gain experience in overlaying colours</li> <li>Start to overlay prints with other media</li> <li>Continue to experience in combining prints to produce an end piece</li> <li>Explore, experiment, plan and collect source material for future work</li> </ul>	<ul> <li>Use Thermofax screens to explore screen printing</li> <li>Combine different printing techniques within the same piece of artwork</li> <li>Use print as a starting point to embroidery</li> </ul>	A Year 5 Artist will:  To create a photomontage using given photographs from a range of sources Add collage to a painted, printed or drawn background to enhance work	Use collage as a means of extending work from initial ideas     Independently select a range of media to produce a collaged image

# Class 5 Year C

National Curriculum Ob	jectives:	Drawing			
Key Stage 2		A Year 5 Artist will:	A Year 6 Artist will:		
	stage, pupils are y and understand the esses specified in the study. hould be taught to s, including their materials, with ion and an increasing kinds of art, craft and :: s to record their nem to review and ery of art and design rawing, painting and of materials (for al, paint, clay)	A Year 5 Artist will:  Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)  Draw from different viewpoints considering horizon lines.  Begin to consider perspective  Use different techniques for purpose eg. different styles of shading  Work from a variety of sources including observation and	<ul> <li>Select appropriate media and techniques to achieve a specific outcome</li> <li>Develop their own style</li> <li>Draw for a sustained period of time over a number of sessions</li> <li>Use tone in drawings to achieve depth</li> <li>Develop drawing with perspective and focal points</li> <li>Adapt drawings according to evaluations and</li> </ul>		
		photographs to	discuss further		
		develop own work	developments		
Painting		Sculpture			
A Year 5 Artist will:	A Year 6 Artist will:	A Year 5 Artist will:	A Year 6 Artist will:		
<ul> <li>Make and discuss hue, tint, tone, shade and mood</li> <li>Mix colours, shades, tones, tints with confidence, building on previous knowledge = Select colour for purpose explaining choices</li> <li>Discuss how colour can be used to express ideas, feelings and mood. = Confidently control the types of marks made and experiment with different effects and textures</li> </ul>	<ul> <li>Select colour to express feelings</li> <li>Discuss harmonious and contrasting colours and their placement on the colour wheel</li> <li>Work in a sustained and independent way, developing own style</li> <li>Purposefully controlling the types of marks, brushstrokes used to create desired effect</li> <li>Use colours and brushstrokes to create atmosphere and light effects</li> </ul>	<ul> <li>Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)</li> <li>Understand that a range of media can be selected (due to their properties) for different purposes</li> <li>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors</li> </ul>	<ul> <li>Recognise sculptural forms in the environment and use these as inspiration for their own work</li> <li>Demonstrate experience in relief and freestanding work using a range of media Independently select sculpture as a method of producing work, if this fits the criteria of the task</li> <li>Confidently carve a simple form</li> </ul>		

#### **Progression of Techniques**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	A Reception	A Year 1 Artist	A Year 2	A Year 3 Artist	A Year 4 Artist	Year 5 Artist will:	A Year 6 Artist
	Artist will:	will:	Artist will:	will:	will:		will:
						<ul><li>Work in a</li></ul>	
	<ul> <li>Create simple</li> </ul>	<ul><li>Explore a</li></ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Consider</li> </ul>	sustained and	<ul><li>Select</li></ul>
	representation	range of	with tools	with various	scale and	independent way	appropriate
	s of events,	drawing tools to	and surfaces	pencils	proportion	to create an	media and
	people and	make marks •	<ul><li>Draw</li></ul>	<ul><li>Use a</li></ul>	<ul><li>Create</li></ul>	accurate, detailed	techniques to
	objects.	Begin to control	experiences	sketchbook to	accurate	drawing.	achieve a
	<ul><li>Draw on</li></ul>	the types of	and feelings	document and	observational	Developing key	specific
	different	marks made	<ul><li>Sketch to</li></ul>	develop ideas	drawings	elements of their	outcome
	scales.	with a range of	make	<ul><li>Draw from</li></ul>	<ul><li>Work on a</li></ul>	work (line, tone,	<ul><li>Develop their</li></ul>
	<ul><li>Experiment</li></ul>	media.	records	observation and	variety of	pattern, texture)	own style •
	with a variety	<ul><li>Draw on</li></ul>	<ul><li>Begin to</li></ul>	imagination	scales	<ul><li>Draw from</li></ul>	Draw for a
	of media;	different	control	<ul> <li>Experiment</li> </ul>	<ul><li>Produce</li></ul>	different	sustained period
	pencils,	surfaces	marks made	with mark	drawings using	viewpoints	of time over a
	rubbers,	<ul><li>Explore</li></ul>	with different	making using	IT	considering	number of
	crayons,	different	media	alternative tools	<ul><li>Identify and</li></ul>	horizon lines. •	sessions
	pastels, felt	textures	<ul><li>Investigate</li></ul>	<ul> <li>Create initial</li> </ul>	draw the effect	Begin to consider	<ul><li>Use tone in</li></ul>
	tips, charcoal,	<ul><li>Draw from</li></ul>	tone by	sketches for	of light	perspective	drawings to
	ballpoints,	imagination	drawing	painting	<ul><li>Draw for a</li></ul>	<ul> <li>Use different</li> </ul>	achieve depth •
	chalk	<ul><li>Explore</li></ul>	light/dark	<ul> <li>Begin to draw</li> </ul>	sustained	techniques for	Develop
	<ul><li>Experiment</li></ul>	drawing from	lines using	with accuracy	period of time •	purpose eg.	drawing with
	with mark	observation	pencil	• Discuss	Collect and	different styles of	perspective and
	making in	<ul> <li>Investigate</li> </ul>	<ul><li>Investigate</li></ul>	shadows, light	record visual	shading	focal points
	different	textures by	textures and	and dark	information	• Work from a	- Adapt
	materials -	describing,	produce an	<ul><li>Have an</li></ul>	• Plan and	variety of sources	drawings
	sand, mud,	naming, rubbing	expanding	awareness of	collect source	including	according to
	soil, flour.	and copying	range of patterns	how pattern can	material	observation and	evaluations and

and how colour can be changedExplore what happens when colours are mixedGive names to colours -Experiment with adding mixed and to colours -Experiment with the primary colours -Give names to colours -Experiment mixed and to colour and to colour for use on to colour wheel materials to paint to create textureUse a range -Explore and experiment with the primary colours -Mix a range of colour of observe colour and suggest why it has been used building on previous -Mix a range of colour of observe colour for use on a large scaleMix a range of colours of observe colour for use on a large scaleMix a range of colours of observe		•Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Produce a range of patterns and textures		be used to create texture	Develop techniques to create intricate patterns — range of media	photographs to develop own work	·
and work on different coloured, sized, shaped papers.  and why colours may be used for different paint and papers.  - Begin use a range of paint and discuss why paint and papers.  - Begin use a range of paint and discuss why paint and discuss why some are seminary and why colours and why colours pastels etc)  - Demonstrate different brush strokes and why / when they might be shown and mood.  - Confidently control the types and why / when they might be shown and mood.  - Confidently control the types and why colours and why colours are strokes and why / when they might be shown and why colours are shown as the pastels etc)  - Explore different brush strokes and why / when they might be shown are why / when they might be shown as the pastels etc)	Painting	colour can be changed. •Explore what happens when colours are mixed. •Give names to colours. •Experiment with adding materials to paint to create texture. • Use a range of brush sizes and work on different coloured, sized, shaped	experiment with the primary colours  • Mix primary colours to create secondary colours  • Describe collections of colours  • Discuss and use warm and cold colours  • Describe favourite colours and why colours may be used for different purposes  • Explore a	range of colours  • Mix a range of secondary and tertiary colours  • Be able to discuss the colour wheel  • Talk about why they have selected colours for their artwork  • Begin use a range of paint and discuss why some are	adding white  Darken / Lighten colours without using black / white  Mix / create colour for use on a large scale. (wash)  Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)  Demonstrate increasing control of the	shades using white, grey and black • Observe colour and suggest why it has been used • Independently choose the right paint and / or equipment for the task. • Select colour to reflect mood • Explore different brush strokes and why / when they might be	tone, shade and mood  Mix colours, shades, tones, tints with confidence, building on previous knowledge  Select colour for purpose explaining choices  Discuss how colour can be used to express ideas, feelings and mood.  Confidently control the types	feelings Discuss harmonious and contrasting colours and their placement on the colour wheel Work in a sustained and independent way, developing own style Purposefully controlling the types of marks, brushstrokes used to create desired effect Use colours

	•Create marks with a variety of tools – fingers, twigs etc	brush sizes and tools	to particular painting styles	made to create certain effects	Begin to discuss how they are influenced by the work of other artists	and experiment with different effects and textures	create atmosphere and light effects
Sculpture	•Manipulate materials for a planned effect. •Construct with a purpose in mind using a variety of resources. •Selects tools and techniques needed to shape, assemble and join materials they are using. •Experiment with malleable materials e.g. plasticine, dough, clay,	<ul> <li>Enjoy         handling, feeling         and         manipulating a         range of         materials         <ul> <li>Construct               using a range of                  media</li> <li>Cut shapes                  using scissors                   and other                   modelling tools                   in a safe way                   Build a                   construction                   using a variety                   of objects                         Imprint and                         apply decoration                        to a 3D model</li> </ul> </li> </ul>	<ul> <li>Show an awareness that natural and human made materials can be used to create sculpture</li> <li>Create models from imagination and direct observation</li> <li>Join materials together and apply decorative techniques</li> </ul>	<ul> <li>Plan, shape, mould and make constructions from different materials</li> <li>Understand the different adhesives and methods used in construction</li> <li>Consider and discuss aesthetics</li> <li>Produce more intricate surface patterns using a range of processes</li> <li>Show an awareness of how texture,</li> </ul>	<ul> <li>Discuss the work of other sculptors and architects and how these have influenced their own work / designs</li> <li>Work in a safe, organised way, caring for equipment.</li> <li>Secure work to continue at a later date</li> <li>Make slip to join and secure pieces</li> </ul>	<ul> <li>Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)</li> <li>Understand that a range of media can be selected (due to their properties) for different purposes</li> <li>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors</li> </ul>	Recognise sculptural forms in the environment and use these as inspiration for their own work Demonstrate experience in relief and freestanding work using a range of media Independently select sculpture as a method of producing work, if this fits the criteria of the task

	mod roc, pipe cleaners •Roll a ball shape and a sausage shape using hands, pinch and roll coils.	Discuss the different types of buildings in their locality	<ul> <li>Replicate patterns and textures in a 3D form</li> <li>Discuss the work of other sculptors and relate these to their own ideas and designs</li> </ul>	form and shape can be transferred from 2D to 3D • Model over an armature	of clay together Adapt work when necessary and explain why. Demonstrate awareness in environmental sculpture		Confidently carve a simple form
Printing	•Experiment with printing using hands, feet and fingers. •Print with a range of hard and soft materials eg corks, pen barrels, sponge •Make rubbings to collect textures and patterns •Recreate texture using	<ul> <li>Take rubbings from textured surfaces: e.g leaf, coin, tree bark</li> <li>Print pictures with a range of materials e.g. sponge, reels</li> <li>Begin to explore impressed printing e.g. with Styrofoam</li> <li>Begin to identify different forms of printing e.g books,</li> </ul>	<ul> <li>Explore repeated printing using a range of simple methods</li> <li>Explore relief printing using string and card</li> <li>Develop an impressed image</li> <li>Identify a wider range of printed forms in</li> </ul>	<ul> <li>Design and create a repeated relief print considering background paper</li> <li>Use sketchbooks to explore and develop prints making changes where needed</li> <li>Understand the difference between repeat printing and mono printing</li> </ul>	<ul> <li>Design and create a</li> <li>Collograph print using a range of materials</li> <li>Explore the process of mono printing</li> <li>Demonstrate an awareness of printing with multiple colours</li> <li>Demonstrate an awareness of printing onto fabric and</li> </ul>	<ul> <li>Gain experience in overlaying colours</li> <li>Start to overlay prints with other media</li> <li>Continue to experience in combining prints to produce an end piece</li> <li>Explore, experiment, plan and collect source material for future work</li> </ul>	Use     Thermofax     screens to     explore screen     printing     Combine     different printing     techniques     within the same     piece of artwork     Use print as a     starting point to     embroidery

	wallpaper, string, polystyrene	newspapers, fabric, wallpaper	everyday life and consider how the processes have changed over time		consider the difference to printing onto paper		
Collage	<ul> <li>Manipulate materials for a planned effect.</li> <li>Collage a range of fabrics.</li> <li>Sort materials according to specific qualities, e.g. warm, cold, shiny, smooth</li> <li>Combine materials to create new</li> </ul>	<ul> <li>Begin to use scissors and tearing to create a range of shapes</li> <li>Explores different methods of fixing one material to another</li> <li>Create an image from a variety of cut or torn media</li> </ul>	<ul> <li>Develops a range of cutting, tearing and fixing techniques to create a specific picture</li> <li>Use scissors in a controlled way to cut with accuracy</li> <li>Fold,</li> </ul>	<ul> <li>Understand the properties of different glue and how these can be used to fix materials together</li> <li>Use collage as a means of collecting ideas and information to build a visual brainstorm</li> <li>Collect and select textured</li> </ul>	<ul> <li>Develops         experience in         embellishing,         using more         advanced         joining         techniques         • Experiment         with a range of         collage         techniques         such as         tearing,         overlapping         and layering to         create</li> </ul>	<ul> <li>To create a photomontage using given photographs from a range of sources</li> <li>Add collage to a painted, printed or drawn background to enhance work</li> </ul>	Use collage as a means of extending work from initial ideas     Independently select a range of media to produce a collaged image

effects eg	<ul> <li>Arrange and</li> </ul>	crumple, tear	papers to form a	collaged	
string, tissue	glue materials to	and overlap	collaged image	images	
paper and glue	different	papers to			
<ul> <li>Fold, crumple</li> </ul>	backgrounds	create an			
and tear		image			
papers.		<ul><li>Has</li></ul>			
<ul><li>Explore</li></ul>		experience			
different		of adhesives			
methods of		and decides			
attaching		on m			
materials –					
glue, tape.					
<ul><li>Experience</li></ul>					
different types					
of glue (stick					
and wet).					