

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All About Me Winter Wonderland	Toys (Art - Observing the world around us)	Toys (Art - Observing the world around us)	Rotten Romans (Art - Roman art)	Rotten Romans (Art - Roman art)
Skills:					
Exploring and developing ideas	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Respond positively to ideas and starting points; Explore ideas and collect information Describe differences and similarities and make links to their own work; Try different materials and methods to improve; (Art pencils, chalk pastels, colouring pencils) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Respond positively to ideas and starting points; Explore ideas and collect information Describe differences and similarities and make links to their own work; Try different materials and methods to improve; (Art pencils, chalk pastels, colouring pencils) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Use sketchbooks to record ideas Explore ideas from first-hand observations Question and make observations about starting points, and respond positively to suggestions Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Use sketchbooks to record ideas Explore ideas from first-hand observations Question and make observations about starting points, and respond positively to suggestions Adapt and refine ideas Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people	Extend the variety of drawings tools Explore different textures Observe patterns Observe anatomy	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records	Experiment with the potential of various pencils close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting / sculpture Accurate drawings of people – particularly faces	Identify and draw the effect of light scale and proportion Accurate drawings of whole people including proportion and placement (including drawing cartouche designs) Work on a variety of scales Computer generated drawings
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper	Name all the colours Mixing of colours (by layering colours) Applying colour with a range of tools	Begin to describe colours by objects Make as many tones of one colour as possible (shades of yellow for sunflowers) Darken colours without using black Using colour on a large scale	Colour mixing Make colour wheels Introduce different types of brushes (small brushes for detailed painting) Techniques- apply colour using dotting, scratching, splashing	Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood

<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model</p>	<p>Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins</p>	<p>Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form</p>	<p>Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction Aesthetics</p>	<p>Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction</p>
<p>Texture (Textiles, Collage)</p>	<p>Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving</p>	<p>Weaving Collage Sort according to specific qualities How textiles create things</p>	<p>Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage</p>	<p>Use smaller eyed needles and finer threads Weaving Tie dying Batik</p>	<p>Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics</p>
<p>Printing</p>	<p>Rubbings Print with variety of objects Print with block colours</p>	<p>Create patterns Develop impressed images Relief printing</p>	<p>Print with a growing range of objects Identify the different forms printing takes</p>	<p>Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints</p>	<p>Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print</p>
<p>Pattern</p>	<p>Repeating patterns Irregular painting patterns Simple symmetry</p>	<p>Awareness and discussion of patterns Repeating patterns Symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular</p>	<p>Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry</p>	<p>Explore environmental and manmade patterns Tessellation</p>
<p>Work of other artists</p>		<p>Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare Use key vocabulary to demonstrate knowledge and understanding in this strand: Archimboldo, Cezan, Robert Dumont-Smith</p>	<p>Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare Use key vocabulary to demonstrate knowledge and understanding in this strand: Archimboldo, Cezan, Robert Dumont-Smith</p>	<p>Use inspiration from Roman artists to replicate a piece of work Reflect upon their work inspired by Roman artists and the development of their art skills; Express an opinion on the work of artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Use inspiration from Roman artists to replicate a piece of work Reflect upon their work inspired by Roman artists and the development of their art skills; Express an opinion on the work of artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand</p>

Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<p>A1: produce creative work, exploring ideas and recording their experiences</p> <p>A2: become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>A3: evaluate and analyse creative works using the language of art, craft and design</p> <p>A4: know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>Painting houses & homes. Self portraits (Andy Warhol, Cindy Sherman) Painting Self-portraits using different colour paint and brushes. Talk about the work they have created Hand and foot printing, looking at lines, patterns. Drawing and colouring using pencils and crayons (continuous provision).</p> <p>Northern lights pictures using black paper and chalk. Firework pictures (Kioshi Yamashita) Create firework pictures using black paper, neon paints, glitter, marbles. Winter collage - tissue paper, cellophane, cut out paper snowflake Drawing with coloured chalks on chalkboards (continuous provision).</p>	<p>Observing the world around us Observational drawings of toys/ seeds/ fruits Use a range of media Pencil, pastel Look at how artists have used fruit in paintings and use to produce own work 'in the style of' Archimboldo, Cezan, Robert Dumont-Smith</p>	<p>Observing the world around us Observational drawings of toys/ seeds/ fruits Use a range of media Pencil, pastel Look at how artists have used fruit in paintings and use to produce own work 'in the style of' Archimboldo, Cezan, Robert Dumont-Smith</p>	<p>Roman mosaics - use of colour and pattern Explore designs in sketch books for Mosaics and use of colour and pattern. Wall art - create designs for fresco in paint and pastel - Italian landscape painters- explore the structure of the picture and the techniques used. Roman architecture still visible today. laia – a female Roman artist.</p>	<p>Roman mosaics - use of colour and pattern Explore designs in sketch books for Mosaics and use of colour and pattern. Wall art - create designs for fresco in paint and pastel - Italian landscape painters- explore the structure of the picture and the techniques used. Roman architecture still visible today. laia – a female Roman artist.</p>