

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Around the World in 30 Days On the Farm	Travel the World (Art - Seaside holidays coastal landscapes)	Travel the World (Art - Seaside holidays coastal landscapes)	Incredible India (Art - Repeating patterns)	Incredible India (Art - Repeating patterns)
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, paint, chalk pastels, colouring pencils, crayons) 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

Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins	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	Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction Aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction
Texture (Textiles, Collage)	Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving	Weaving Collage Sort according to specific qualities How textiles create things	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage	Use smaller eyed needles and finer threads Weaving Tie dying Batik	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics
Printing	Rubbings Print with variety of objects Print with block colours	Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print
Pattern	Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns Symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular	Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry	Explore environmental and manmade patterns Tessellation
Work of other artists		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: Turner, Monet, Swatland	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: Turner, Monet, Swatland	Use inspiration from Anglo Saxon artists to replicate a piece of work Reflect upon their work inspired by AS 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	Use inspiration from Anglo Saxon 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

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>Around the World in 30 Days Look at a range of national flags and discuss colours and symbols used. Design own flag using pencils to draw and crayons to colour. Research how Indian rugs are made by weaving (pictures/videos). Use this knowledge to weave using coloured paper. Drawing and colouring using felt tip pens (continuous provision).</p> <p>On the Farm Farm animal pictures using different media and materials (bubble/ sponge/ cotton wool painting). Talk about the effects they have created. Sunflower pictures (Van Gogh) Create sunflower pictures using pastels.</p> <p>Painting with sponges, stamps and rollers (continuous provision).</p>	<p>Seaside holidays; coastal landscapes</p> <p>Observation of pattern and shape in nature. Shells crabs, seaweed etc Explore coastal scenery and sketch pictures. Use of paint, pastel Artist/Designer: Monet, Sally Swatland other seaside paintings use to produce own work 'in the style of'</p>	<p>Seaside holidays; coastal landscapes</p> <p>Observation of pattern and shape in nature. Shells crabs, seaweed etc Explore coastal scenery and sketch pictures. Use of paint, pastel Artist/Designer: Monet, Sally Swatland other seaside paintings use to produce own work 'in the style of'</p>	<p>India: Repeating patterns</p> <p>Pattern and colour in: Mehndi and Rangoli patterns Indian repeating patterns printed on to fabric and carpets, designing and making blocks for printing on to cloth. Use ideas from Indian architecture, the representations in temples, palaces and mosques - mouldings and decorations in Taj Mahal etc.</p>	<p>India: Repeating patterns</p> <p>Pattern and colour in: Mehndi and Rangoli patterns Indian repeating patterns printed on to fabric and carpets, designing and making blocks for printing on to cloth. Use ideas from Indian architecture, the representations in temples, palaces and mosques - mouldings and decorations in Taj Mahal etc.</p>