

ESK = Essential Skills and knowledge focus DS= desirable skills

EYFS			
ALL YEARS	Term 1/2	Term 3 & 4	Term 5 & 6
	<p>EYFS ART ASPECT COVERAGE</p> <p>Print – hands and fingers , random unit printing Collage – sticking range of items, fill a shape/outline, laminated collage (Xmas tree decs) Sculpture – playdough combined with objects, straws, pipecleaners, sticks etc. Painting – trying out brushes and rollers, ready mix colours, Drippy paint Textiles- drawing on fabric and threading boards Drawing – draw around shapes and colour in, outside big drawing, chalking</p> <p>ESK- Hold and control a variety of media and use them to make and repeat various marks and lines Use lines to create shapes, patterns and textures Name and choose primary and secondary colours Use lines to create shapes, patterns and textures with paint Load an object with paint and print it- sponging paint onto objects or dipping Choosing objects from a limited range to print with Printing with objects to make pictures, patterns and/or textures Printing random patterns Mould and create simple shapes with malleable materials, e.g. simple dough or for more developed fine motor use plasticine Develop the language to describe structures achieved Talking about the materials, the processes of working them and their finished creations Apply adhesive sparingly and glue surfaces together accurately Thread or lace handling fabrics and threads Looking at and talking about the work of other artists that use the relevant media</p> <p>DS- Draw and paint on a range of surfaces and scales Drawing with light lines (e.g. chalk or pastels) on a dark surface Talking about and classifying materials into textures and colours handling and manipulating a wide range of natural and made materials</p>	<p>EYFS ART ASPECT COVERAGE</p> <p>Print – sponges, shapes, fruit and veg, repeating patterns, print a picture, unit printing Collage – decorate a junk model, make a representation and layer (could be e.g. animal) Sculpture – roll and pinch clay, imprint clay Painting – explore mixing colours, spray paint, paint junk materials Textiles- tuck in and dress up tabards, random sewing Drawing – Drawing patterns and marks, felt tips and crayons, adding onto a picture or shape</p> <p>ESK- Hold and control a variety of media and use them to make and repeat various marks and lines Use lines to create shapes, patterns and textures Name and choose primary and secondary colours Explore mixing colours with paint and talk about what they observe Use lines to create shapes, patterns and textures Load an object with paint and print it- sponging paint onto objects Experimenting with a range of printing methods- e.g. bubbles, mono printing, unit printing (objects or junk) Printing with objects to make pictures, patterns and/or textures Printing regular patterns Use simple tools to cut, shape and impress patterns and textures in a range of materials for e.g. clay Develop the language to describe structures achieved Apply adhesive sparingly and glue surfaces together accurately Hold scissors and cut threads Sew random stitches on open weave fabric- hessian or binca, plastic needles Looking at and talking about the work of other artists that use the relevant media</p> <p>DS- Painting on a range of surfaces and scales Exploring the tactile qualities of materials talking about the materials, the processes of working them and their finished creations Talking about and classifying materials into textures and colours handling and manipulating a wide range of natural and made materials Wrapping dolls and other shapes in fabrics, use fabrics to create dress up for e.g. have access to a box of fabrics and scarves</p>	<p>EYFS ART ASPECT COVERAGE</p> <p>Print – make a pattern string print board Collage – cut shapes from paper, tear, layer (e.g. matisse) Sculpture – clay pinch pots, large quilling Painting – making different marks with paint, mix secondary colours, lighten and darken, paint people, animals Textiles- weaving paper, sewing a running stitch (binca) Drawing – Guided drawing sessions (e.g. buildings, animals, people) Drawing what you see ICT - Use a paint program on an Ipad to create patterns and images</p> <p>ESK- Make drawings from observation, experience and imagination, of a wide range of subjects including drawing the human figure Make paintings, from observation, experience and imagination, of a range of subjects including painting the human figure Hold and control a variety of media and use them to make and repeat various marks and lines Name and choose primary and secondary colours Load an object with paint and print it Printing regular patterns Mould and create simple shapes with malleable materials, Use simple tools to cut, shape and impress patterns and textures in a range of materials for e.g. clay Develop the language to describe structures achieved Hold scissors correctly and cut a range of materials, early -cut straight lines, later cut shapes with some accuracy Tear paper into strips and simple shapes Apply adhesive sparingly and glue surfaces together accurately Colour match materials Collect and classify fabrics and threads into colours and different textures Hold scissors and cut fabrics and threads Using fabrics as materials for inclusion in collages Sew stitches on open weave fabric- hessian or binca, plastic needles Looking at and talking about the work of other artists that use the relevant media</p> <p>DS- Painting on a range of surfaces and scales Exploring the tactile qualities of materials Talking about the materials, the processes of working them and their finished creations Talking about and classifying materials into textures and colours handling and manipulating a wide range of natural and made materials Wrapping dolls and other shapes in fabrics, use fabrics to create dress up for e.g. have access to a box of fabrics and scarves</p>

KEY STAGE ONE

	Term 1/2	Term 3 & 4	Term 5 & 6
<p><u>Map A</u> <u>(2021-22,</u> <u>2023-24,</u> <u>2025-26)</u></p>	<p style="text-align: center;">Bugs and Beasts ART ASPECT COVERAGE YEAR 1/2 Drawing, print , collage and sculpture</p> <p>Project – Eric Carle – Collage mini beasts with self printed papers, (mono, marbling and unit printing) acetate overlays and words, 3D bugs (plastic bag sculpture or card)</p> <p><i>Link- Living things and their habitats</i></p> <p>ESKF-</p> <ul style="list-style-type: none"> To make simple collages by tearing and cutting shapes using scissors with accuracy To begin to match texture and colour to purpose when collaging. To create own papers for collage work using print or computer work or for e.g. marbling To observe carefully when making drawings from observation or photographs To use and develop control of drawing pencils and be able to talk about how they differ from writing pencils. To know the elements of line, shape, patterns and texture and how this can be achieved To begin to work to the size of the paper or surface To load a range of different kinds of objects with paint and print them- sponging paint onto objects or dipping (unit printing) To make a monoprints by rolling paint onto a surface, drawing into it and taking a print by placing paper on top When printing to learn how to achieve specific results, e.g by choice of object or by overlaying To be able to talk about the collage and sculpture work of other artists and discuss similarities and differences <p>Year 2 in addition:</p> <ul style="list-style-type: none"> In collage work to use a wide range materials and can make choices to match texture and colour to purpose and use tearing and accurate cutting. To work to the size of the paper. To use sketching pencils and paint brushes and have a developing control of these. To create a foam board, string or card print block and use to create a regular print. 	<p style="text-align: center;">“When you take a flower in your hand ...” Georgia O Keefe's famous quote ART ASPECT COVERAGE YEAR 1/2 ICT, Drawing, Collage, Textiles and sculpture</p> <p>Project - Georgia O’Keefe- ipad photography of flowers and plants to draw from, paint program flowers (symmetry tool), collage with textiles –laminated poppies, clay flower sculptures</p> <p><i>Link – plants and seasonal changes</i></p> <p>ESKF-</p> <ul style="list-style-type: none"> To create simple collages To handle and manipulate a wide range of materials and make choices to match texture and colour to purpose Develop use and control of oil or chalk pastels To know and talk about the elements of line, shape, pattern and texture and use this to create an increasing range of shapes, patterns and textures in their own work. Making drawings from observation (real flowers) , knowing how to achieve this To 'Colour in' own drawings accurately with drawing materials To name primary, secondary and some tertiary colours and qualify their tonal value for e.g. light, dark blue, a 'greeny' blue To cut fabric into basic shapes and threads into a variety of similar lengths To make drawings and pattern work using the computer To understand the element of form and how this is achieved with sculpture To know and talk about the drawings and paintings of other artists <p>In addition year 2:</p> <ul style="list-style-type: none"> To work to the size of the paper. To show increasing detail, and 'Colour in' accurately. In collage work to use a wide range materials and can make choices to match texture and colour to purpose and use tearing and accurate cutting. 	<p style="text-align: center;">Imaginary worlds ART ASPECT COVERAGE YEAR 1/2 Drawing, and painting</p> <p>Project - Characters- Guided drawing, fantasy figures and dragons. Guided drawing of human figure. Dress up life drawing. Castles and fantasy lands- guided drawing – draw and paint (colour mixing and brush work)</p> <p><i>LINK – How to train your dragon</i></p> <p>ESKF-</p> <ul style="list-style-type: none"> To start to make drawings and paintings to show increasing detail. To know the visual elements of colour, texture, and value and start to apply this in their work To 'Colour in' own drawings accurately with drawing materials and with paint To work to the size of the paper or surface To making drawings and paintings from imagination, drawing the human figure in a range of poses and circumstances (guided drawing) To know about the artists explored and discuss their drawings and paintings, talking about similarities and differences To mix basic colours and make them lighter or darker To name primary, secondary and some tertiary colours and qualify their tonal value- light/dark <p>In addition year 2:</p> <ul style="list-style-type: none"> To use sketching pencils and paint brushes and have a developing control of these. To name primary and secondary colours and discuss if they are light or dark. To work to the size of the paper. <p>To start to show increasing detail, and 'Colour in' accurately</p>

KEY STAGE ONE

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<p>Map B (2022-23,2024-25,2026-27)</p>	<p style="text-align: center;"><u>Making Faces</u> ART ASPECT COVERAGE– split themes</p> <p>Year 1 /2 Drawing, Painting, sculpture Project -Drawing self portraits, colour mixing and painting a self portrait -Artists – Van Gogh and Frida Kahlo</p> <p><u>Towns and buildings</u> Paul Klee – collage skylines, creating a sculpture building from junk, collage with colourful papers</p> <p>LINK – <i>Villages, Towns and Cities</i></p> <p><i>Making collaborative collages.</i></p> <p><u>ESKF-</u></p> <ul style="list-style-type: none"> • <i>To be able to talk about the artwork of the artists looked at this term and discuss similarities and differences</i> • <i>Develop use and control media and name them- sketching pencils and paint brushes.</i> • <i>Be able to discuss line, pattern, shapes and texture.</i> • <i>To name primary and secondary colours</i> • <i>To mix secondary colours with paint and make them lighter or darker.</i> • <i>To understand what tone is, tone refers to the relative lightness or darkness of a colour</i> • <i>To begin to work to the size of the paper</i> • <i>To begin to add detail in their drawings and paintings</i> • <i>To develop skills for 'colouring in' accurately with media</i> • <i>To make paintings and drawings from observation with the emphasis on first hand experience- portraits from life</i> • <i>Build junk models using taught joining methods and prepare them for painting and decorating by covering them with layers of paper</i> <p>Year 2 in addition ;</p> <ul style="list-style-type: none"> • <i>To use sketching pencils and paint brushes and have a developing control of these.</i> • <i>To name primary and secondary colours and discuss if they are light or dark.</i> • <i>To work to the size of the paper.</i> • <i>To start to show increasing detail, and 'Colour in' accurately.</i> 	<p style="text-align: center;"><u>Animal Kingdom</u> ART ASPECT COVERAGE</p> <p>YEAR 1/2 ICT, Drawing , Painting, Sculpture (card and clay), collage</p> <p>Project – Drawing and painting animals , cardboard layered 3D painted animals, collaged animals (mixed up chameleon) , clay animals (pull out method)</p> <p><i>Link- Animals including humans</i></p> <p><u>ESKF-</u></p> <ul style="list-style-type: none"> • <i>To know the elements of colour, pattern, line, shape and talk about them.</i> • <i>To be able to talk about the work of artists/craft makers/designers learnt about this term and describe similarities and differences in their work</i> • <i>To be able to develop ideas as sketches and drawings, and recognise and describe lines, patterns, and basic shapes in their own work.</i> • <i>To use a variety of media, and have a developing control of these, being able to name some.</i> • <i>To name primary and secondary colours and discuss if they are light or dark.</i> • <i>To start to work to the size of the paper.</i> • <i>To start to show increasing detail, and start to 'Colour in' accurately.</i> • <i>With paint to mix basic colours and make them lighter or darker.</i> • <i>To mould malleable materials (clay) with some control.</i> • <i>In collage work to start to make choices to match texture and colour to purpose</i> <p>Year 2 in addition:</p> <ul style="list-style-type: none"> • <i>To work to the size of the paper.</i> • <i>To show increasing detail, and 'Colour in' accurately.</i> • <i>To mould malleable materials with good control and shape and impress with tools.</i> • <i>In collage work to use a wide range materials and can make choices to match texture and colour to purpose and use tearing and accurate cutting.</i> 	<p style="text-align: center;"><u>The Spider Weaver</u> ART ASPECT COVERAGE</p> <p>YEAR 1/2 – Print, draw, textiles- weave</p> <p>Project - African Textile art – Kente cloth (Spider weaver story), weave and sew Kente patterns, African animal or people drawing, Adinkra prints card shape print blocks</p> <p>LINK – <i>Europe/Africa - compare Continents</i></p> <p><u>ESKF-</u></p> <ul style="list-style-type: none"> • <i>To know the elements of line, colour, texture, line, shape, and use this in their work.</i> • <i>To know about the artists learnt about and discuss similarities and differences in their work.</i> • <i>To develop ideas as sketches and drawings using elements of line, texture, and shape.</i> • <i>To develop control of media for drawing.</i> • <i>To learn how to work to the size of the paper.</i> • <i>When printing to load a range of different kinds of objects with paint and print them to make regular and irregular patterns.</i> • <i>To sew individual straight stitches as decoration on suitable open-weave fabrics or weave with paper and fabric</i> <p>In addition year 2:</p> <ul style="list-style-type: none"> • <i>To use sketching pencils and have a developing control of these.</i> • <i>To name primary and secondary colours and discuss if they are light or dark.</i> • <i>To work to the size of the paper.</i> • <i>To start to show increasing detail, and 'Colour in' accurately.</i> • <i>To create a foam board, string or card print block and use to create a regular print.</i>

KEY STAGE 2

	Term 1/2	Term 3 & 4	Term 5 & 6
<p><u>Map A</u> <u>(2021-22,</u> <u>2023-24,</u> <u>2025-26)</u></p>	<p align="center"><u>A world of art around us</u> ART ASPECT COVERAGE</p> <p align="center">Drawing, photography, painting and collage</p> <p>Woodpeckers – 3/4</p> <p>Project- Our village church and buildings sketching, photographing, editing to create digital artworks. Collage and painting buildings artwork</p> <p>ESK- Use and control media to explore ways in which they can be applied to achieve particular effects - form, space, texture, in their work and the work of others Experiment with (in sketchbooks) tonal effects (shading), and textures and begin to adapt and apply colours to achieve tonal effects and texture in their work. Make drawings from observation. Make drawings that include detail and context. Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. for e.g. watercolour Identify key visual elements, e.g. of colour, tone, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects Make paintings that include detail and context, making paintings from observation Plan (sketchbook work) and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Cut complex shapes from a range of materials with some accuracy Apply adhesive sparingly and stick shapes down accurately Working as a member of a group to produce a single collage</p> <p>Looking at and talking about a wide range of artworks made by artists, beginning to identify styles</p> <p>DS- Begin to match the approach to the scale of the work, give choice in this</p>	<p align="center">Roman Art ART ASPECT COVERAGE</p> <p align="center">Drawing, Collage and 3D/clay work</p> <p>Woodpeckers – 3/4</p> <p>Project – Roman Art- drawing patterns, mosaics, paper and glass tiles. Clay coil pots and in addition pinch pots - Diyas (link to Diwali sessions)</p> <p>Link- History</p> <p>ESK- Use and control more media Identify key visual elements, e.g. of colour, shape, pattern, in their work and the work of others Experiment with (in sketchbooks) patterns and begin to adapt pattern in their work. Making drawings from imagination Use simple techniques they are taught for building and joining clay for e.g. scoring, using slip and blending or coiling or joining pinch pots Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Produce their own collage, choosing, arranging and applying materials focusing on colour, shape, and pattern Apply adhesive sparingly and stick shapes down accurately</p> <p>DS- Drawing for different purposes using a range of styles Talking about their sculptures and relating their work to the work of other sculptors, relating them to their own work and the work of other artists</p>	<p align="center">Beside the Seaside ART ASPECT COVERAGE</p> <p align="center">Textiles, print, paint and collage</p> <p>Woodpeckers – 3/4</p> <p>Project- Beside the seaside -create elements for a collective collage using textiles, print , paint and collage. Collage starfish, fabric for collage stitch and weave to create textures, foam board prints, painting with watercolour</p> <p>Collaborative artwork composition , layer and overlay, perspective</p> <p>ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. for e.g. watercolour Identify key visual elements, e.g. of colour, line, shape, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects, and textures Make paintings that include detail and context, making paintings from observation Looking at a wide range of artworks made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles Build a printing block, make a more complex printing block from polystyrene printing tiles or similar To ink up a block using printing ink and rollers and print a regular and off-set pattern e.g. half drop, printing more complex regular and irregular patterns Designing prints using drawing (sketchbook work) Talking about their print and the work of others and explaining how it was made Talking about prints made by other artists using a range of techniques and from a variety of cultures and times and relating them to their own work and the work of other artists Tear paper to pre-determined strips and shapes Change the surface of materials (for e.g. fabrics, papers) by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying Experimenting with materials to achieve new textures and colours Apply adhesive sparingly and stick shapes down accurately Working as a member of a group to produce a single collage Produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, texture and pattern Cut and apply fabrics and threads with some accuracy Create and apply new fabric textures by, for example, crumpling, creasing and pleating Thread and sew with fine metal needles Use sewing to apply one fabric to another for e.g applique Weave using a wide range of fabric strips, wool and threads, weaving to create textures and patterns,</p> <p>DS- Begin to match the approach to the scale of the work Choose from a range of weaving bases</p>

KEY STAGE 2

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<p><u>Map A</u> <u>(2021-22,</u> <u>2023-24,</u> <u>2025-26)</u></p>	<p align="center">A world of art around us ART ASPECT COVERAGE</p> <p align="center">Drawing, photography, painting and collage</p> <p>Fox Class – 4/5</p> <p>Project - Old Sarum/Local area sketching and painting landscapes, photographing local scenery, editing to create artworks. Collage landscape artwork - <i>include textiles</i></p> <p><i>Year 4 -</i> ESK- Use and control media to explore ways in which they can be applied to achieve particular effects - form, space, texture, in their work and the work of others Experiment with (in sketchbooks) tonal effects (shading), and textures and begin to adapt and apply colours to achieve tonal effects and texture in their work. Make drawings from observation. Make drawings that include detail and context. Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. for e.g. watercolour Identify key visual elements, e.g. of colour, tone, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects Make paintings that include detail and context, making paintings from observation Plan (sketchbook work) and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Cut complex shapes from a range of materials with some accuracy Apply adhesive sparingly and stick shapes down accurately Working as a member of a group to produce a single collage Looking at and talking about a wide range of artworks made by artists, beginning to identify styles</p> <p>DS- Begin to match the approach to the scale of the work, give choice in this</p> <p>Year 5 in addition - ESK- Work with a wide range of media and to mix media to achieve desired effects Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including simple perspective in their work Choosing the scale and surface appropriate to the work Work with a wide range of more specialist media and to mix media to achieve desired effects for e.g. using acrylic paint, choosing types of brushes Use the primary colours, and black and white, to mix a full range of hues and tones Planning collage work (sketchbook work and experimentation) Talking about their work and the work of others using ART language, identifying how they combine materials in the work to achieve specific results Use the computer in support of their work for e.g. for research/photography editing</p>	<p align="center">Tudor Art ART ASPECT COVERAGE</p> <p align="center">Drawing, Collage and 3D/clay work</p> <p>Fox Class – 4/5</p> <p>Project- Tudor Art- drawing for design, clay Tudor roses, clay slab houses, collage portraits Tudor style</p> <p>Link- History</p> <p>Year 4 – ESK- Making drawings that include detail and context. Plan (sketchbook work) and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Cut complex shapes from a range of materials with some accuracy Apply adhesive sparingly and stick shapes down accurately Produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Looking at and talking about collages created by other artists Use simple techniques they are taught for building and joining clay for e.g. scoring, using slip and blending or coiling or joining pinch pots Mould malleable materials, e.g. clay, to create objects from a range of component shapes Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Planning the sculpture through collecting ideas (research) and drawing (sketchbook work) and selecting appropriate materials and tools to work with Talking about their sculptures and relating their work to the work of other sculptors, relating them to their own work and the work of other artists</p> <p>Year 5 in addition – Accurately cut complex shapes from a range of materials Looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved Talking about their work and the work of others using ART language, identifying how they combine materials in the work to achieve specific results</p>	<p align="center">Egyptian Art ART ASPECT COVERAGE</p> <p align="center">Clay sculpture, painting and drawing</p> <p>Fox Class – 4/5</p> <p>Project- Egyptian Art – first half term Clay sculpture Egyptian cats and canopic jars. Egyptian portraits with hieroglyphics</p> <p>LINK – <u>History Ancient Egypt</u></p> <p>ESK- Use simple techniques they are taught for building and joining clay for e.g. scoring, using slip and blending or coiling or joining pinch pots Mould malleable materials, e.g. clay, to create objects from a range of component shapes and people from a 'pulling out' method Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Planning the sculpture through collecting ideas (research) and drawing (sketchbook work) and selecting appropriate materials and tools to work with Talking about their sculptures and relating their work to the work of other sculptors, relating them to their own work and the work of other artists Use and control more specialist media to explore ways in which they can be applied to achieve particular effects Identify key visual elements, e.g. of colour, line, shape, texture, in their work and the work of others Experiment with (in sketchbooks) tonal effects (shading), patterns and textures and begin to adapt and apply colours to achieve tonal effects, pattern and texture in their work. Making drawings and paintings from observation, and imagination Making drawings that include detail and context. Recognise and apply the proportions of the human body, Looking at a wide range of drawings and paintings made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles Begin to mix and apply colours to achieve tonal effects, patterns and textures</p> <p>DS- Begin to match the approach to the scale of the work, give choice in this Drawing for different purposes using a range of styles Selecting media from a limited range and deciding how it might be used</p> <p>Year 5 in addition – Planning sculptures, through modelling and drawing Work with a wide range of more specialist media and to mix media to achieve desired effects for e.g. using acrylic paint, choosing types of brushes Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Selecting the media and predict how they might be used choosing the scale and surface appropriate to the work</p>

<p><u>Map A</u> <u>(2021-22,</u> <u>2023-24,</u> <u>2025-26)</u></p>	<p style="text-align: center;"><u>A world of art around us</u> <u>ART ASPECT COVERAGE</u></p> <p style="text-align: center;">Drawing, photography, painting and collage</p> <p>Robins – 5/6</p> <p>Project - Riverside/Local area sketching landscapes, photographing local scenery, editing and collaging to create artworks. Painting landscape artwork</p> <p>LINK –Study Local Area – Wiltshire</p> <p>ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Making drawing and paintings from observation, experience Choosing the scale and surface appropriate to the work Explore a wide range of drawings, paintings and photography made by other artists from a variety of cultures and times and relating them to their own work and to demonstrate a knowledge of styles Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements Planning collage work (sketchbook work and experimentation) Producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Accurately cut complex shapes from a range of materials Looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved Talking about their work and the work of others using ART language , identifying how they combine materials in the work to achieve specific results</p>	<p style="text-align: center;"><u>Islamic Art</u> <u>ART ASPECT COVERAGE</u></p> <p style="text-align: center;">Drawing, Collage and 3D/clay work</p> <p style="text-align: center;">Robins – 5/6</p> <p>Project - Islamic Art – tessellation and drawing geometric patterns, 2D and 3D clay work in tiles and structures- Islamic towers using the slab method alongside pinch pots</p> <p>Link- RE</p> <p>ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc Making drawing and paintings from imagination Choosing the scale and surface appropriate to the work Planning collage work (sketchbook work and experimentation) Producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Accurately cut complex shapes from a range of materials Looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved Talking about their work and the work of others using ART language , identifying how they combine materials in the work to achieve specific results Design and create planned sculptures Use a range of techniques for building, joining and decorating clay e.g. scoring, using slip and blending or coiling, joining pinch pots to create a sphere Use a wide range of simple tools to cut, shape and impress patterns and textures Talking about their sculptures, how they were created, and the ideas being investigated, relating the work to the work of other sculptors</p>	<p style="text-align: center;"><u>Water and coasts</u> <u>ART ASPECT COVERAGE</u></p> <p style="text-align: center;">Textiles, print, paint and collage</p> <p>Robins – 5/6</p> <p>Project - Water and coasts Dye, stitch, print and weave , applique - create an individual mixed media art piece on the theme of coasts Collage using a range of papers - coastal view, fabric for collage – tie dying fabric pieces for use in our work, artists that use weave in their work- creating small woven pieces for use in our work, making printed papers , what is abstract art? Planning a final image (individual) using what we have made and extra collage materials</p> <p>LINK-Water and coasts theme Geography</p> <p>ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects for e.g. using acrylic paint, choosing types of brushes Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Making paintings from observation Selecting the media and predict how they might be used, choosing the scale and surface appropriate to the work Look at a wide range of painting/collage/ mixed media and drawings s made by other artists from a variety of cultures and times and relating them to their own work, looking at and talking about the work of other artists to demonstrate a knowledge of styles Planning collage/mixed media work (sketchbook work and experimentation) Producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Accurately cut complex shapes from a range of materials Develop the art language to enable them to identify and talk about pattern and texture in natural and made objects Show use of line, pattern, texture, shape and colour in their prints Planning to use printing to make patterns and/or textures Designing printed patterns and textures for collage (sketchbook work) Look at the work of other artists and crafts people and describe how these prints could have been made Use the computer in support of their work for e.g. for research Develop their own repeat patterns using the computer Planning and creating 2D collages (applique) using fabrics and threads and combining previously learned techniques as appropriate to the work Selecting fabrics and threads to enhance the purpose of the work Experimenting with techniques to achieve effects that are appropriate to the work</p> <p>DS- Experimenting with and combining a growing range of printing techniques Collecting and classifying a range of printed effects</p>
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KEY STAGE 2

	Term 1/2	Term 3 & 4	Term 5 & 6
<p>Map B (2022-23,2024-25,2026-27)</p>	<p align="center"><u>Fantastic faces</u> <u>ART ASPECT COVERAGE</u> Drawing, painting, sculpture (clay)</p> <p><u>Woodpeckers – 3/4</u> <u>Project – Fantastic faces -Portraits</u> Drawn and painted portraits, Juilan Opie acetate overlay painted portraits, clay faces Link- standalone ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. shading with sketching pencils Identify key visual elements, e.g. of form, line, shape, texture, in their work and the work of others Experiment with (in sketchbooks) tonal effects (shading), and textures and begin to adapt and apply colours to achieve tonal effects. Making drawings from observation. Making drawings that include detail and context. Recognise and apply the proportions of the human body/face Looking at a wide range of relevant artworks made by artists from a variety of cultures and times, relating them to their own work , beginning to identify styles Identify key visual elements, e.g. of colour, form, line, texture, in their work and the work of others Begin to mix and apply colours Working from the human figure, recognise and apply the proportions of the human body/face Use simple techniques they are taught for building and joining clay for e.g. scoring, using slip and blending or coiling or joining pinch pots Mould malleable materials, e.g. clay, to create objects from a range of component shapes Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials</p> <p>DS- Begin to match the approach to the scale of the work, give choice in this Drawing for different purposes using a range of styles</p>	<p align="center"><u>Building Characters</u> <u>ART ASPECT COVERAGE</u> Drawing, print and collage illustration/animation</p> <p><u>Woodpeckers – 3/4</u> <u>Project – Building characters - Illustration-</u> creating characters and settings, loose part collage (Eric Carle) drawing from imagination and human figure. Simple animations Link- standalone ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. blending with pastels Identify key visual elements, e.g. of colour, line, shape, texture, in their work and the work of others Experiment with (in sketchbooks) drawings from observation and imagination Making drawings that include detail and context. Recognise and apply the proportions of the human body, Looking at a wide range of drawings made by artists/illustrators , beginning to identify styles Choosing objects with which to print to achieve specific results for e.g. found materials Developing monoprints to show use of line, pattern and texture by rolling printing ink onto a whiteboard or plastic, drawing and markmaking into it and taking a print by placing paper on top Working on a range of scales and surfaces, including fabric Talking about artworks made by other artists using a range of techniques and from a variety of cultures and times and relating them to their own work and the work of other artists Plan (sketchbook work) and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Cut complex shapes from a range of materials with some accuracy,tear paper to pre-determined strips and shapes Apply adhesive sparingly and stick shapes down accurately Produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Looking at and talking about collages created by other artists</p> <p>DS- Drawing for different purposes using a range of styles Selecting media from a limited range and deciding how it might be used Printing to make pictures or for patterns and/or textures for collage work Identifying and talking about pattern and texture in natural and man-made objects</p>	<p align="center"><u>Tingatinga</u> <u>ART ASPECT COVERAGE</u> Textiles painting sculpture</p> <p><u>Woodpeckers – 3/4</u> <u>Project - Tingatinga-</u> Edward Saidi Tingatinga- African Tanzania - Guided drawing-African resist textile animals, Painting animals (focus on pattern and colour mixing), Clay lion face sculptures (focus on score, slip, blend), painted with pattern. Link- standalone ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. for e.g. acrylics Identify key visual elements, e.g. of colour, line, shape, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects, patterns and textures Make paintings that include detail and context, making paintings from observation, and imagination Looking at a wide range of artworks made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles Use simple techniques they are taught for building and joining clay for e.g. scoring, using slip and blending or coiling or joining pinch pots Mould malleable materials, e.g. clay, to create objects from a range of component shapes Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Planning the sculpture through collecting ideas (research) and drawing (sketchbook work) and selecting appropriate materials and tools to work with Talking about their sculptures and relating their work to the work of other sculptors, relating them to their own work and the work of other artists Sew with straight stitches to create patterns and surface decoration Use sewing to apply one fabric to another for e.g applique Looking at a wide range of textile work made by artists and crafts people from a variety of cultures and times and relating them to their own work</p> <p>DS- Begin to match the approach to the scale of the work Selecting media from a limited range and deciding how it might be used, mixed media work</p>

KEY STAGE 2

	Term 1/2	Term 3 & 4	Term 5 & 6
<p><u>Map B</u> <u>(2022-23,2024-25,2026-27)</u></p>	<p align="center"><u>Bright and Beautiful/</u> <u>Art Aspect Coverage</u> Drawing painting and sculpture</p> <p>Fox Class – 4/5 <u>Project- Bright and beautiful- Yayoi Kusama</u> - Drawing, fruits (close up), pumpkins and squash, creating patterned versions with paint (colour mixing and theory). Mini sculptures in patterned corner boxes.</p> <p><i>Link- stand alone project</i></p> <p>ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. blending with pastels/coloured pencils Identify key visual elements, e.g. of colour, line, shape, space, texture, in their work and the work of others Experiment with (in sketchbooks) tonal effects (shading), patterns and textures and begin to adapt and apply colours to achieve tonal effects, pattern and texture in their work. Making drawings from observation. Making drawings that include detail and context. Looking at a wide range of artworks made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles Begin to mix and apply colours to achieve tonal effects, patterns and textures Make armatures to support 3D work for e.g. for use with mod roc or papier-mâché Planning the sculpture through collecting ideas (research) and drawing (sketchbook work) Talking about their sculptures and relating their work to the work of other sculptors, relating them to their own work and the work of other artists</p> <p>DS- Begin to match the approach to the scale of the work, give choice in this</p> <p>In addition year 5 – Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Choosing the scale and surface appropriate to the work Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space</p>	<p align="center"><u>A world of colour and pattern</u> <u>ART ASPECT COVERAGE</u> Painting, collage and print</p> <p>Fox Class – 4/5 <u>Project – A world of colour and pattern-</u> Kandinsky - painting shapes (mixing colours, colour theory) , collage patterns (layering, cutting and tearing), 2 colour prints</p> <p><i>link- stand alone unit</i></p> <p>ESK- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects for e.g. for e.g. watercolour Identify key visual elements, e.g. of colour, form, line, shape, space, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects, patterns and textures Make paintings that include detail and context, making paintings from observation, experience and imagination Working from the human figure, recognise and apply the proportions of the human body Looking at a wide range of artworks made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles Plan (sketchbook work) and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Cut complex shapes from a range of materials with some accuracy tear paper to pre-determined strips and shapes Change the surface of materials (for e.g. fabrics, papers) by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying experimenting with materials to achieve new textures and colours Apply adhesive sparingly and stick shapes down accurately Produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Experimenting with materials to achieve new textures and colours Build a printing block by e.g. applying card, string, wool etc. – 2 colour To ink up a block using printing ink and rollers and print a regular and off-set pattern e.g. half drop, printing more complex regular and irregular patterns Working on a range of scales and surfaces, including fabric Designing prints using drawing (sketchbook work)</p> <p>DS- Begin to match the approach to the scale of the work Selecting media from a limited range and deciding how it might be used, mixed media work</p> <p>Year 5 in addition – Create 2 colour prints by cutting their block to apply more than one colour build a complex printing block by applying card, string, etc Show use of line, pattern, texture, shape and colour in their prints Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Accurately cut complex shapes from a range of materials</p>	<p align="center"><u>Dreamtime</u> <u>ART ASPECT COVERAGE</u> Textiles painting sculpture</p> <p>Fox Class – 4/5 <u>Project – Dreamtime -Aboriginal art-</u> weave in the round (mats), Rainbow Serpent, journey and animal silhouette painting (using brush in different ways), animal sculptures in clay, painted turtles and lizards (pull out method)</p> <p>Link- standalone</p> <p>ESK- Use and control media to explore ways in which they can be applied to achieve particular effects Identify key visual elements, e.g. of colour, line, shape, pattern, texture, in their work and the work of others Begin to mix and apply colours to achieve tonal effects, patterns and textures Make paintings that include detail and context, making paintings from imagination Looking at a wide range of artworks made by artists from a variety of cultures and times and relating them to their own work and the work of other artists to beginning to identify styles Mould malleable materials, e.g. clay, to create objects from a range of component shapes and people from a 'pulling out' method Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials Planning the sculpture through collecting ideas (research) and drawing (sketchbook work) and selecting appropriate materials and tools to work with Cut and apply fabrics and threads with some accuracy Weave using a wide range of fabric strips, wool and threads, weaving to create textures and patterns, Looking at a wide range of textile work made by artists and crafts people from a variety of cultures and times and relating them to their own work</p> <p>DS- Begin to match the approach to the scale of the work</p> <p>In addition year 5 – Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Choosing the scale and surface appropriate to the work Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Selecting fabrics and threads to enhance the purpose of the work Dyeing fabrics to achieve particular effects required by the work</p>

KEY STAGE 2

	Term 1/2	Term 3 & 4	Term 5 & 6
<p><u>Map B</u> <u>(2022-</u> <u>23,2024-</u> <u>25,2026-</u> <u>27)</u></p>	<p align="center"><u>Anglo Saxon crafts</u> <u>ART ASPECT COVERAGE</u> Textile, sculpture (clay)</p> <p>Robins – 5/6 <u>Vikings</u> Clay Viking pendants. Dye, stitch, print and weave Bayeux Tapestry link, applique LINK – Vikings</p> <p><i>LINK – History Vikings</i> ESK- Sew pieces of fabric together accurately using the sewing machine and/or by hand Planning and creating 2D collages (applique) using fabrics and threads and combining previously learned techniques as appropriate to the work Selecting fabrics and threads to enhance the purpose of the work Experimenting with techniques to achieve effects that are appropriate to the work Design and create planned sculptures Use a range of techniques for building, joining and decorating clay e.g. scoring, using slip and blending or coiling, joining pinch pots to create a sphere, or figures from a 'pulling out' method Use a wide range of simple tools to cut, shape and impress patterns and textures</p> <p>DS-</p>	<p align="center"><u>Fashion and Textile design</u> <u>ART ASPECT COVERAGE</u> Drawing (figure drawing), painting, print and textile design</p> <p>Robins – 5/6 <u>Project Fashion and textile design</u>, drawing fashion figures, foil figurines, designing outfits. Textile prints over time William Morris, Rennie Mackintosh. Print patterns, create print blocks, apply to outfits – cut out figures with textile behind</p> <p>LINK – STANDALONE</p> <p>ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Discover, know and use the proportions of the human body, drawing and painting the human figure Making drawing and paintings from observation Choosing the style of drawing to match the purpose, develop their own style Explore a wide range of artworks made by other artists from a variety of cultures and times and relating them to their own work and to demonstrate a knowledge of styles Work with a wide range of more specialist media and to mix media to achieve desired effects for e.g. watercolour or brusho Use the primary colours, and black and white, to mix a full range of hues and tones Compose the work and plan the effective use of available space Make a more complex printing block from polystyrene printing tiles or similar. Create 2 colour prints by cutting their block to apply more than one colour Ink up a block using printing ink and rollers and print regular and irregular prints Develop offset prints that investigate a range of tessellated approaches Show use of line, pattern, texture, shape and colour in their prints Talk about their prints, explaining the printing process and relating it to the prints of other artists and designers</p> <p>DS- Experimenting with and combining a growing range of printing techniques choosing methods of printing to achieve specific results, printing more complex regular and irregular patterns Collecting and classifying a range of printed effects</p>	<p align="center"><u>POP!</u> <u>ART ASPECT COVERAGE</u> Drawing, painting and collage</p> <p>Robins – 5/6 <u>Project – POP!- Pop Art</u> - close up sweets and wrappers drawing (large scale), painting (brush work, pooling, acrylic, colour theory), collage with own images/repeats. Link- standalone</p> <p>ESK- Work with a wide range of more specialist media and to mix media to achieve desired effects Compose the work and plan the effective use of available space Develop techniques to enable them to create use the key elements, of line, tone etc., including proportion and simple perspective in their work Making drawing and paintings from observation Choosing the scale and surface appropriate to the work Choosing the style of drawing to match the purpose, develop their own style Explore a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work and to demonstrate a knowledge of styles Work with a wide range of more specialist media and to mix media to achieve desired effects for e.g. using acrylic paint, choosing types of brushes Use the primary colours, and black and white, to mix a full range of hues and tones Planning collage work (sketchbook work and experimentation) Producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern Accurately cut complex shapes from a range of materials Looking at and talking about collages created by other artists, analysing the materials and processes used and the effects achieved Talking about their work and the work of others using ART language, identifying how they combine materials in the work to achieve specific results</p>