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|  | EYFS | Phase 1 Year 1 and 2 | Phase 2 Year 3 and 4 | Phase 3 Year 5 and 6 |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Curriculum Aims**Explore ideas | Drawing and painting using familiar stories and rhymes as inspiration*‘Make use of props and materials when role playing characters in narratives and stories.’*Representing the local environment in photography, drawing and painting*‘Understand some important … changes in the natural world around them, including the seasons and changing states of matter’*Learn about (and recognise the work of) famous artists. Experiment with similar styles. Illustrate your own stories.*‘Safely use and explore a variety of materials, tools and techniques’*Close up observational drawing and clay work – accurately representing both plants and animals‘Technique and texture.’Box model famous buildings in city skylines project‘design, form and function’ | Use artwork to record observations and experience.Experiment with different techniques and materials to design and make products | To try different activities and make sensible choices about what to do next.Explain which pencil he/she would use for different features of a drawing.Select particular techniques to create a chose product. | Use a sketchbook for recording observations, for experimenting with techniques and planning out ideas.Use own sketch books to express feelings about a subject and to describe likes and dislikes.Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.Explore work from other cultures.Explore work from other periods of time. | Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.Use taught technical skills to improve his/her work.Use sketchbooks to express feelings about various techniques, subjects and outline likes and dislikes.Explore work from other cultures | Develop different ideas which can be used and explain his/her choices for the materials and techniques used.Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her own work.Experiment with different styles that artists have used. | Select ideas based on first hand observations, experience or imagination and develop these by open ended research.Explain why he/she has chose specific drawing techniques.Refine his/her learnt techniques.Say what work is influenced by. |
| Draw and Line | Create moods in drawings and paintingDraw lines of different shapes and thickness, using 2 different grades of pencil | Use a viewfinder to focus on a specific artefact before drawing it.Use different grades of pencil in drawing.Use charcoal, pencil and pastels. | Use different grades of pencil shade to show different tones and textures. | Begin to show facial expressions and body language in own sketches and paintings.Identify and draw simple objects and use marks and lines to produce texture.Organise line, tone, shape and colour to represent figure and form on movement.Show reflections in own paintings and drawings. | Identify and draw simple objects and use marks and lines to produce texture.Successfully use shading to create mood and feeling.Organise line, tone, shape and colour to represent figure and form on movement.Work with chalk and charcoal to produce work that conveys depth. | Ensure sketches communicate emotions and a sense of self with accuracy and imagination.Explain why he/she has combined different tools to create drawings.Include technical aspects in work, e.g .Architectural design. |
| Paint and Colour | Create moods in drawings and paintingName the primary and secondary colours | Mix paint to create all the secondary colours.Mix a brown shade of paint.Mix tints by adding whites and tones by adding blackMix paint to create all the secondary colours.Mix a brown shade of paint.Mix tints by adding whites and tones by adding black | Create a background using a wash.Use a range of brushes to create different effects. | Organise line, tone, shape and colour to represent figure and form on movement. | Use a wide range of techniques in own paintings.Overprint using different colours. |
| Sculpt and Make | Cut, roll and coil materials such as clay, dough and plasticine | *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials* | *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials*Produce mixed media photograph and alternative media pieces | *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials* | Have a clear understanding about how to join clay so that the model remains intact. | *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials* |
| Print and Photograph | Create a repeating pattern by printing using a given technique. | Create a print using pressing, rolling, rubbing and stamping. |  | Create an accurate print design that meet a given criteria.Scan images and take digital photos and use software to alter them, adapt them and create work with meaning. | Use photography and mixed media, including text to create a final piece. E.g book/ magazine cover. |
| Evaluate and talk |  | Describe what he/she can see and like in the work of another artist.Explain what he/she likes about the work of others. | *Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work*. | Know about some of the great artists, architects and designers in history and describe their work.Compare the work of different artists.Suggest improvements to work by keeping notes in sketch books. | Articulate how he/she might improve own work using technical terms and reasons.Describe some key ideas, techniques and working practise of artists, architects and designers who he/she has studied.Explain art from other periods of time. | Evaluate his/her own work against intended outcome.Use sketchbooks to compare and discuss ideas with others.Research and discuss various artists, architects and designers and discuss their process and explain how these were used in the finished product.Learn about the work of others by looking at own work in books, the Internet, visits to galleries and other sources of information. | Adapt his/her own final work following feedback or discussion based on prepatory ideas.Adapt and refine work to reflect meaning and purpose, keeping notes and annotations in sketch books.Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.Ensure sketch books contain detailed notes and quotes explaining about items.Explain and justify preferences towards different styles and artists.Make a record about styles and qualities in work. |

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|  | Key theme | Art theme | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | British history | A sense of self and history | By Royal Appointment | *In the Living Years*Portraits and People **Picasso, Lowry, Arcimboldo** | *To Boldly Go* Portraits and People **Picasso, Lowry, Arcimboldo** | *The Dawn of Man***Cave Paintings of Lascaux** | *More than Conquerers***Giacometti** | *Becoming Britain***Lichtenstein, Lucien Freud****Grayson Perry’s Map of Days**  | *From Field to Factory***L.S. Lowry -** Use of form to create terraced houses |
| Autumn 2 | Winter/ Christmas | Light in the Darkness-Colour |  | **Mark Rothko****Mondrian** | **Mark Rothko****Mondrian** | **Kandinski** **Picasso’s Blue Period** | **Kandinski** **Picasso’s Blue Period** | **Matisse** – colour to express light**Warhol** – how colour changes image | **Matisse** – colour to express light**Warhol** – how colour changes image |
| Spring 1 | Geography | Landscape and Culture | *Extra-ordinary superheroes*ELG: People, Culture and Communities | *Forth Tyne Dogger***David Hockney** – touch screen art**Monet** | *Location, Location***David Hockney** – touch screen art**Monet** | *The Great Game of Britain***Banksy****Frida Kahlo** | *The Phoenix Project***Banksy****Frida Kahlo** | *Cosmic***Julian Opie****Seurat** | *Alive and Kicking***Julian Opie****Seurat** |
| Spring 2 | Whole School Topic STEM | The Story of Art | STEM**Axel Scheffler, Quentin Blake, Eric Carle** | STEMThe National Gallery Tour to take one picture. Example: **Rousseaux’s Tiger** | STEMThe National Gallery Tour to take one picture. Example: **Renoir’s Umbrella** | STEMThe National Gallery Tour to take one picture. Example: **Holbein’s Ambassadors** |
| Summer 1 | Life Processes | Natural World- Science & Observation | *All Creatures Great and Small*Link with ‘Explore the natural world’ ELG | *Life on the Ocean Waves***Contemporary art** Select from **Georgia O’Keeffe, Escher, Matisse** | *Born to be Wild!***Contemporary art** Select from **Georgia O’Keeffe, Escher, Matisse** | *Fields of Gold***Impressionists:** Select from van **Gogh****Cezanne, Renoir, Degas** | *Do Androids Dream of Electric Sheep?***Impressionists:** Select from **Van Gogh****Cezanne, Renoir, Degas** | *Cosmic!***Classical painters** Select from **Da Vinci****Caravaggio, Botticelli, Michelangelo** | *Alive and Kicking***Classical painters** Select from **Da Vinci****Caravaggio, Botticelli, Michelangelo** |
| Summer 2 | Whole School Topic | Building & Sculpture | ELG: Culture and Communities | City vs Nature**Goldsworthy / Lloyd Wright** | City vs Nature**Goldsworthy / Lloyd Wright** | How do places make you feel?**Norman Foster/ Zaha Hadid** | How do places make you feel?**Norman Foster/ Zaha Hadid** | How does design impact on a city?**Gaudi / Gehry**  | How does design impact on a city?**Gaudi / Gehry**  |