

Art and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	- Collage- portraits in style of Picasso - Printing – plants and observational drawings. - Digital Media- creating robots	- 3D- create a tile with a picture of something from our local area on. - Textiles- pen to thread textiles work. - Painting- homes or animals	- Printing - 3D Sculptures - Digital Media: Creating mosaics using a digital package.	- Textiles - Collage – food packaging collage - Painting – Rivers and scenes.	- Collage- linked to space - 3D - figure drawing adapted to sculpture - Printing – linked to the Ancient Greek patterns	- Painting inspired by music - Digital Art- linked to computing - Batik- inspired by animals or plants
Artists	Picasso Andy Warhol Harold Cohen	Chris Gryder Varka Kozlovic Monet	Manchester Bees – Sasha Ray Klaus Oldenburg Gary Drostle	Haf Weighton Kurt Schwitters Van Gogh	Matthew Cusick Henry Moore Roy Lichtenstein	Paul Klee Shigeru Miyamoto Gabrielle Lasporte
Drawing	- Experiment with a variety of media; pencils, crayons, pastels, felt-tips, charcoal, chalk. - Control the types of marks made with the range of media.	- Experiment with a variety of media; pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk. - Control the types of marks made with the range of media.	- Experiment with ways in which surface detail can be added to drawings. - Draw for a sustained period of time at an appropriate level. - Use journals to collect and record visual information from different sources.	- Experiment with ways in which surface detail can be added to drawings. - Draw for a sustained period of time at an appropriate level. - Use journals to collect and record visual information from different sources.	- Work from a variety of sources including observation, photographs and digital images. - Work in a sustained and independent way to create a detailed drawing. - Use a journal to collect and develop ideas. - Develop close observation skills using a variety of view finders. - Identify artists who have worked in a similar way to their own work.	- Work from a variety of sources including observation, photographs and digital images. - Work in a sustained and independent way to create a detailed drawing. - Use a journal to collect and develop ideas. - Develop close observation skills using a variety of view finders. - Identify artists who have worked in a similar way to their own work.
Drawing – Lines and Marks	- Name, match and draw lines/marks from observations. - Invent new lines.	- Name, match and draw lines/marks from observations. - Invent new lines. - Draw on different surfaces with a range of media.	- Experiment with different grades of pencil and other implements to create lines and marks.	- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	- Use dry media to make different marks, lines, patterns and shapes within a drawing. - Experiment with wet media to make different marks, lines, patterns, textures and shapes.	- Use dry media to make different marks, lines, patterns and shapes within a drawing. - Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Drawing – Form and Shape	- Observe and draw shapes from observations. - Draw shapes in between objects.	- Observe and draw shapes from observations. - Draw shapes in between objects. Invent new shapes.	- Experiment with different grades of pencil and other implements to draw different forms and shapes.	- Experiment with different grades of pencil and other implements to draw different forms and shapes. - Begin to show an awareness of objects having a third dimension.	- Explore colour mixing and blending techniques with coloured pencils. - Begin to use simple perspective in their work using a single focal point and horizon. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. - Show an awareness of how paintings are created i.e. Composition.	- Explore colour mixing and blending techniques with coloured pencils. - Begin to use simple perspective in their work using a single focal point and horizon. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. - Show an awareness of how paintings are created i.e. Composition
Drawing – Tone	- Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	- Experiment with different grades of pencil and other implements to achieve variations in tone.	- Apply tone in a drawing in a simple way.	- Begin to use different techniques for different purposes i.e. shading, hatching within their own work. - Start to develop their own style using tonal contrast and mixed media.	- Use different techniques for different purposes i.e. shading, hatching within their own work. - Continue to develop their own style using tonal contrast and mixed media.
Drawing – Texture	- Begin to investigate textures by describing, naming, rubbing, copying.	- Investigate textures by describing, naming, rubbing, copying.	- Apply a simple use of pattern and texture in a drawing.	- Create textures with a wide range of drawing implements.	- Begin to experiment with wet media to make different marks, lines, patterns, textures and shapes.	- Experiment with wet media to make different marks, lines, patterns, textures and shapes.

<p>Digital Media</p>	<ul style="list-style-type: none"> - Explore ideas using digital sources i.e. internet, CD-ROMs. - Record visual information using digital cameras, video recorders. - Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> ● lines by changing the size of brushes in response to ideas; ● shapes using eraser, shape and fill tools; and ● colours and texture using simple filters to manipulate and create images. - Use basic selection and cropping tools. 		<ul style="list-style-type: none"> - Record and collect visual information using digital cameras and video recorders. - Present recorded visual images using software. - Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. - Change the type of brush to an appropriate style. - Create shapes by making selections to cut, duplicate and repeat. - Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. 			<ul style="list-style-type: none"> - Record, collect and store visual information using digital cameras etc. - Present recorded visual images using software e.g. Photostory, Powerpoint. - Use a graphics package to create and manipulate new images. - Be able to Import an image into a graphics package. - Understand that a digital image is created by layering. - Create layered images from original ideas.
<p>Painting</p>		<ul style="list-style-type: none"> - Use a variety of tools and techniques including different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Experiment with tools and techniques e.g. layering, mixing media, scrapping through. - Name different types of paint and their properties. - Identify primary and secondary colours by name. - Mix primary shades and tones. - Mix secondary colours. - Create textured paint by adding sand, plaster. 		<ul style="list-style-type: none"> - Record and collect visual information using digital cameras and video recorders. - Present recorded visual images using software. - Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. - Change the type of brush to an appropriate style. - Create shapes by making selections to cut, duplicate and repeat. - Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. 		<ul style="list-style-type: none"> - Develop a painting from a drawing. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. - Mix and match colours to create atmosphere and light effects. - Be able to identify and work with complementary and contrasting colours.
<p>Printing</p>	<ul style="list-style-type: none"> - Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. - Make simple marks on rollers and printing palettes. - Take simple prints i.e. mono –printing. - Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. - Create simple printing blocks with press print. - Build repeating patterns and recognise pattern in the environment. - Design more repetitive patterns. - Experiment with overprinting motifs and colour. - Make rubbings to collect textures and patterns. 		<ul style="list-style-type: none"> - Create printing blocks using a relief or impressed method. - Create repeating patterns. - Print with two colour overlays. 		<ul style="list-style-type: none"> - Create printing blocks by simplifying an initial journal idea. - Use relief or impressed method. - Work into prints with a range of media e.g. pens, colour pens and paints. - Create prints with three overlays. 	

Textiles		<ul style="list-style-type: none"> - Match and sort fabrics and threads for colour, texture, length, size and shape. - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. - Cut and shape fabric using scissors/snips. - Apply shapes with glue or by stitching. - Apply decoration using beads, buttons, feathers etc. - Create cords and plaits for decoration. - Apply colour with printing, dipping, fabric crayons. 		<ul style="list-style-type: none"> - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Develop skills in stitching, cutting and joining. - Match the tool to the material. - Experiment with paste resist. 		<ul style="list-style-type: none"> - Use fabrics to create 3D structures. - Use different grades of threads and needles. - Experiment with batik techniques. - Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
3D		<ul style="list-style-type: none"> - Manipulate malleable materials in a variety of ways including rolling and kneading. - Explore sculpture with a range of malleable media. - Manipulate malleable materials for a purpose, e.g. pot, tile. - Understand the safety and basic care of materials and tools. - Experiment with constructing and joining recycled, natural and manmade materials. - Use simple 2-D shapes to create a 3-D form. - Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> - Plan, design and make models from observation or imagination. - Join clay adequately and construct a simple base for extending and modelling other shapes. - Use papier mache to create a simple 3D object. - Create surface patterns and textures in a malleable material. 		<ul style="list-style-type: none"> - Shape, form, model and construct from observation or imagination. - Plan a sculpture through drawing and other preparatory work. - Develop skills in using clay including slabs, coils, slips, etc. - Use recycled, natural and man-made materials to create sculptures. - Produce intricate patterns and textures in a malleable media. 	
Collage	<ul style="list-style-type: none"> - Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. - Arrange and glue materials to different backgrounds. - Sort and group materials for different purposes e.g. colour texture. - Fold, crumple, tear and overlap papers. - Work on different scales. - Collect, sort, name match colours appropriate for an image. - Create and arrange shapes appropriately. - Create, select and use textured paper for an image. 			<ul style="list-style-type: none"> - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. - Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> - Use a range of media to create collages. - Add collage to a painted, printed or drawn background. - Use different techniques, colours and textures etc. when designing and making pieces of work. - Use collage as a means of extending work from initial ideas. 	

Exploring and Developing Ideas (Ongoing)	<ul style="list-style-type: none"> - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Begin to develop their ideas – try things out. - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<ul style="list-style-type: none"> - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds. - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and Developing Work (Ongoing)	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal. 	<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in journal.