		Reception	Yr1/2	Yr3/4	Yr5/6
To develop ideas		Ongoing - using a variety of techniques, tools and media to create own artwork or own version of a modelled example. (Creative Area)	• Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	**Painting**	-Self Portraits *-Draw with increasing complexity and detail* *-self portraits* *-Show different emotions through paintings and drawing* *-Create a space picture* (CWM) Colour mixing *-Explore, use and refine a variety of artistic effects to express their ideas and feelings* *-colour-mixing techniques, matching colours* (CWM)	• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	• Sketch (lightly) before painting to combine line and colour. Use brush techniques and the qualities of paint to create texture • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists.

	Collage	-Creating collaborative collage using materials, create a patchwork e.g. Rainbow Fish, Goldilocks -Making 3 little pig house pictures from different materials	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	Building Rockets *constructing with a range of materials* *teaching joining techniques* Making pictures using a variety of materials (collaborative work) -Clay sculptures -Paper mache planets -Sculptures using natural materials -Explore, use and refine a variety of artistic effects to express their ideas and feelings -Using a range of tools and materials (CWM)	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	• Create and combine shapes to create recognisable forms (e.g., shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Combine visual and tactile qualities. • Use tools to carve and add shapes, texture and pattern. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	-Observational drawing of themselves -Observational drawing of plants, including	• Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines.	• Use different hardness's of pencils to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes).	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

		identifying key features particularly colour and shape -Butterfly colour wings -Van Gogh's Sunflowers *-Explore, use and refine a variety of artistic effects to express their ideas and feelings* *-noticing features in the natural world* *-generate conversation about art and artists* https://www.vangoghmuseum.nl /en/visit/enjoy-the-museum-from-home (CWM) -Observational drawing of fruit, including identifying key features particularly colour and shape *-Return to and build on their previous learning, refining ideas and developing their ability to represent them* *-noticing features in the natural world*	• Colour (own work) neatly following the lines. • Show different tones by using coloured pencils.	• Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Annotate sketches to explain and elaborate ideas.	• Use lines to represent movement. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
	Print	-Balloon printing planet pictures -Firework pictures -Exploring printing with different objects, including printing with "found" materials	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

	Textiles	-Make Christmas stockings with red felt. Pirate Hats -Toilet roll pirates – (design and make) -Marbling (create a sea background for a pirate ship) -Explore, use and refine a variety of artistic effects to express their ideas and feelings -Think about and discuss what they are going to make -using different joining techniques (CWM)	• **Use weaving to create a pattern.** • **Join materials using glue and/or a stitch.** • **Use plaiting.** • • **Use dip dye techniques.**	• **Create weavings** • **Shape and stitch materials.** • **Use basic cross stitch and back stitch.** • **Quilt, pad and gather fabric.** • **Colour fabric.**	• **Show precision in techniques** • **Choose from a range of stitching techniques.** • **Combine previously learned techniques to create pieces.**
	Digital media	Volcano Pictures using augmented reality	• **Use a wide range of tools to create different textures, lines, tones, colours and shapes.**	• **Create images, video and sound recordings and explain why they were created.**	• **Enhance digital media by editing (including sound, video, animation, still images and installations).**
To take inspiration from the greats (classic and modern)			• **Describe the work of notable artists, artisans and designers.** • **Use some of the ideas of artists studied to create pieces.**	• **Replicate some of the techniques used by notable artists, artisans and designers.** • **Create original pieces that are influenced by studies of others.**	• **Give details (including own sketches) about the style of some notable artists, artisans and designers.** • **Show how the work of those studied was influential in both society and to other artists.** • **Create original pieces that show a range of influences and styles.**
Artists		Von Gogh	Aboriginal art	James Weaver (Local artist) Graham Webber (Local artist)	Henri Rousseau (French post-impressionist -naïve/primitive)

		Leonardo Da Vinci (Italy Renaissance) Georgia O Keeffe (American Modernism) Giuseppe Arcimboldo	Edward Said Tingatinga (Tanzanian) Gakonga (Kenyan artist) Fernand Leger (French cubism) Roman mosaics	Ancient Greek pottery David Hockney(English POP art)
Language	Line Paint Draw Form Art Colour Join Look Print	Shape Natural Famous Mix Tool Image Create Design Copy Repeat Pattern Pinch Mould 3d Space Materials Represent Observe Technique Background Shade Shape Natural Famous Mix Tool Image Create Design Copy Repeat Pattern Pinch Mould 3d Space Materials Represent Observe Technique Background Shade	Form Change Manipulate Effect Effective Texture Resize Orientation Recreate Compare Still Life Composition Tone Vanish point Perspective Movement Form Change Manipulate Effect Effective Texture Resize Orientation Recreate Compare Still Life Composition Tone Architect Architecture Control Improve Vanish point Perspective Movement	Format Saturation Contrast Filter Mood Designer Crop Evaluate Representation Inference Message Meaning Produce Influence Graffiti Format Saturation Contrast Filter Mood Designer Crop Evaluate Representation Inference Message Meaning Produce Influence Graffiti
Glossary			**Primary**- primary colours are red, yellow and blue. **Secondary**- secondary colours are made by mixing two primary colours. They make orange, green and purple. **Texture**- what artwork feels like or looks like it might feel like. **Pattern**- a design in which lines, shapes, forms or colours are repeated. **Perspective-** depicting 3D objects on a 2D piece of paper **Tint**- is a mixture of a colour with white, which reduces darkness. **Tone**- is produced either by mixing a colour with grey, or by both tinting and shading. **Complementary colours**- are opposite to each other on the	**Shade**- shade is a mixture with black, which increases darkness. **Atmosphere**- a feeling or mood created pictorially. Geometric- the use of straight lines and shapes. **Composition**- the arrangement and placement of objects in a piece of art. **Scale**- refers to the size of an object in relationship to another object. **Proportion-** refers to the size of the parts of an object in relationship to other parts of the same object. **Tonal contrast**- is created when light tones and dark tones lie alongside each other e.g. monochrome images **Mixed media**- art form that combines a variety of media in a single artwork **Form**- the shape in artwork. **Negative and positive space** positive space is the area taken up by objects

| | | | colour wheel, so they create a strong contrast. **Focal Point**- is the area the viewer's eye is naturally drawn. **Horizon**- is a horizontal line that runs across the paper to represent where the sky meets the ground. **Background and foreground** what is perceived as furthest away and closest to the viewer | in the picture and negative space is the area around. |