



	Sculpture		Sketching/ Art techniques
	Painting		Artists/ History of art
	Collage		DT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u>	Neverland <ul style="list-style-type: none"> • Explore different materials. • Manipulate different materials • Play with different materials and colours. • Use their imagination to consider what they can do with different materials. 	Winter Wonderland <ul style="list-style-type: none"> • Explore different materials freely. • Develop their own ideas with materials. • Join different materials independently. • Make simple models which express their ideas. 	Fairy tales <ul style="list-style-type: none"> • Create closed shapes with continuous lines. • Use shapes to represent objects • Draw with increasing complexity and detail, such as drawing a face. • To make their own objects for their play. 	Little Scientists <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing • Respond to what they have heard, expressing thoughts and feelings. • Use drawing to represent ideas like movement or loud noises. 	Superheroes <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express. • Return and build on previous learning. • Create collaboratively, sharing ideas, resources and skills. • Express their feelings and responses. 	We're all going on a summer holiday <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories.

<p><u>Year 1</u></p>	<p>Africa African Clay Masks/Colour mixing sunset</p> <ul style="list-style-type: none"> • To identify all primary colours. • To show a basic understanding of mixing colours to create new colours. • To select appropriate colours when painting. • To use a paintbrush with some precision. • To make simple suggestions about how their own work could be improved. • To design an appealing product (for themselves) based on a given design criteria and 	<p>Footprints through time Local artists/Famous Birmingham sculpture (The Bull)/Colour mixing.</p> <ul style="list-style-type: none"> • To learn about an artist. • To draw understanding size and shape. • To use a range of materials creatively 	<p>Man on the Moon Kandinsky/ Recreate the work of an artist/ To know primary and secondary colours/ Design their own planet.</p> <ul style="list-style-type: none"> • To explain what they like and dislike about an artist's work. • To look at key artists. • To design a purposeful product for themselves. • To look at different materials. 	<p>Festivals around the World Carnival masks/ Canoe boat/ Dragon masks</p> <ul style="list-style-type: none"> • To colour between the lines. • To begin to demonstrate creativity within their designs. • To draw with some accuracy. 	<p>Fire – Fire! Making Bread/ fire inspired artwork.</p> <ul style="list-style-type: none"> • To use tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing. • To use materials and components when cooking. • To show a basic understanding of a simple design before creating a product. 	<p>Castles To design a medieval banquet/ To design and make a castle.</p> <ul style="list-style-type: none"> • To use materials and components when cooking (ingredients) • To begin to evaluate existing products • To create a given shape using clay
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	<p>then make using clay.</p> <ul style="list-style-type: none"> To make a product using clay. 					
<u>Year 2</u>	<p>Old Macdonald Navajo Chicks/Farm pictures.</p> <ul style="list-style-type: none"> To show an understanding of a simple design before creating a product (eg drawing of clay sculpture) Use a variety of pinching techniques to mould clay into a given shape To demonstrate some creativity within their designs. 	<p>Start the engine Create a transport pull toy/ Paint vehicles</p> <ul style="list-style-type: none"> To use a paint brush with good precision. To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To demonstrate some creativity within their designs. 	<p>A whole new World Design and make ratatouille/ Chalk art</p> <ul style="list-style-type: none"> Evaluate their products against design criteria Express a personal opinion about a design (product or idea) To draw showing a good understanding of size and shape To draw- with a good level of accuracy- a range of lines To demonstrate some creativity within their designs 	<p>Horror at the Hospital Soldier school/ Paint a map.</p> <ul style="list-style-type: none"> To select appropriate colours when painting and mix accordingly to make a variety of tones. To use a paint brush with good precision To colour and paint with a good level of accuracy 	<p>Pirate School To make a jolly roger flag/ Pirate snacks</p> <ul style="list-style-type: none"> To draw with a good level of accuracy To be taught about colour, pattern, texture, shape, form and space. To design an appealing product based on design criteria (for specified users) To select from and use a wide range of materials and components when cooking (ingredients) 	<p>Oh We Do Like to be Beside the Seaside Draw seaside items/ Create a rainbow fish/ Punch and Judy show.</p> <ul style="list-style-type: none"> To draw with a good level of accuracy To colour and paint with a good level of accuracy To talk about different textures with a good understanding of vocabulary To use a range of materials to create a piece of artwork To communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.
<u>Year 3</u>	<p>Ready Steady Romans Roman coins/ Winged hat</p> <ul style="list-style-type: none"> To begin to use sketch book to develop ideas. 	<p>Jurassic Park Dazzling Dinosaurs</p> <ul style="list-style-type: none"> To experiment with some colours, patterns and textures. 	<p>Off with Your Head Tudor Weave/ Tudor banquet</p> <ul style="list-style-type: none"> To use textile materials. 	<p>Rumble in the Jungle Create a shelter/bag/Ranulph Fiennes – Aurora Northern Lights pastel work</p>	<p>The Great Adventure Food/ Art of the Giants</p> <ul style="list-style-type: none"> To begin to select and use ingredients To experiment with some colours, patterns and textures <p>To use basic mastery of art techniques.</p>	

	<ul style="list-style-type: none"> • Sculpt a piece of artwork (using clay). • To experiment with colours, patterns and textures. • Begin to use research to inform their design with a specific purpose. • To begin to select and use construction materials and components. 	<ul style="list-style-type: none"> • To paint with skill and fluency, adapting the brush size and strokes where needed • To use basic mastery of art techniques. • To begin to evaluate the work of others 	<ul style="list-style-type: none"> • To use basic mastery of art techniques. • To begin to use equipment to perform practical tasks • To begin to select and use ingredients • To evaluate their products against a design criteria 	<ul style="list-style-type: none"> • To experiment with some colours, patterns and textures • To draw with a variety of mediums. To design an appealing product. • 	
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<p><u>Year 4</u></p>	<p>Volcanoes and Earthquakes Architects/ To design and paint a volcano/ Volcano model</p> <ul style="list-style-type: none"> To improve their understanding of a range of architects and designers and how their work has contributed to the wealth of the nation. To improve their ability to select relevant materials for craft and sculpting projects. To create sketch books to record their observations and use them to review and revisit ideas 	<p>Why War? Create silhouette art/ cooking using rations/ Trenches</p> <ul style="list-style-type: none"> To use begin to use basic mastery of art techniques to create a piece of artwork To use with increased accuracy equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Asia Create a dragon/ Taj Mahal</p> <ul style="list-style-type: none"> To improve their ability to select relevant materials for craft and sculpting projects. 	<p>Vikings Making shields</p> <ul style="list-style-type: none"> To use begin to use basic mastery of art techniques to create a piece of artwork 	<p>Aztecs Aztec headband/ Aztec drawing printing.</p> <ul style="list-style-type: none"> To understand the historical and cultural development of their art form. To use begin to use basic mastery of art techniques to create a piece of artwork 	<p>Live and Let Live Purple mash shading pictures/ Drawing habitats</p> <ul style="list-style-type: none"> To draw with some accuracy To begin to shade using a variety of mediums To express a personal opinion on a piece of artwork. Explaining what they see and how it makes them feel. To begin to evaluate the work of others, linking to techniques studied Purple Mash – food chains style /shading
<p><u>Year 5</u></p>	<p>Who let the God's in? Investigate the art and design traditions of Ancient Greece/ Create mosaics/ Greek Pots</p>	<p>Look Around You To design and make a chocolate bar/ To design a Christmas card/ To look at a range of artists.</p>	<p>Survival of the fittest To sketch an animal/ Make abstract drawings of Charles Darwin</p> <ul style="list-style-type: none"> To improve their mastery of 	<p>Lightbulb Moment To develop design criteria to inform the design of products (M16 secret agent)/ Create and advertise an invention/Pop art.</p>	<p>Who do you think You are? Bayeux tapestry</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record, review, revisit & evaluate ideas 	<p>Raging Rivers+ Odious Oceans Observe, paint and draw rivers/oceans/ Create Coastal Diorama</p> <ul style="list-style-type: none"> To Improve mastery of techniques such

	<ul style="list-style-type: none"> • To record observations within sketch books • To use sketch books to review and revisit ideas • To draw with increased accuracy • To shade using a variety of mediums to achieve a desired effect • To sculpt a piece of artwork (using clay) from a given design with increased accuracy • To begin to critically evaluate a piece of artwork adding a simple personal opinion 	<ul style="list-style-type: none"> • To investigate and critically analyse products • To model their ideas through prototypes • To create cross sectional and exploded diagrams • To use a range of mediums • To look at a range of artists and recognise unique techniques • To critique own artwork • To experiment with a range of techniques and textures 	<p>art and design techniques, including drawing and painting with a variety of materials.</p>	<ul style="list-style-type: none"> • To select from and use with increasing confidence a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing • To select from and use with increased confidence a wider range of textile materials and components, according to their functional properties and aesthetic qualities wood and plastic. • To improve their mastery of art and design techniques, including drawing and painting with a variety of materials. 	<ul style="list-style-type: none"> • Improve mastery of techniques such as drawing and painting with varied materials • Learn about great artists, architects & designers. 	<p>as drawing and painting with varied materials.</p> <ul style="list-style-type: none"> • Create watercolour images of underwater scenes, using watercolours and wax crayons. • Media – Water colours, waterproof marker, pencil, rubbing salt, oil, pastels, mixing colours, primary and secondary colours Skills – Looking at pattern, observing, painting and drawing skills (line, shape and form) • To use research to inform the design of functional, appealing products that are fit for purpose • To develop design criteria to inform the design of products, with a clear audience and purpose • To select from and use with increasing confidence a wider range of tools and equipment to perform practical
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						tasks [for example, cutting, shaping, joining and finishing], accurately
<u>Year 6</u>	<p>Walk Like an Egyptian Mummification (Clay and paint)/ Death Masks</p> <ul style="list-style-type: none"> To sculpt a piece of artwork (using clay) from a given design To identify the work and techniques of artists through history To paint with a good level of skill (using a range of brush strokes, sizes etc. Select from and use with accuracy a wider range of tools, materials and equipment to perform practical tasks [for example, cutting, 	<p>Out of this World Porthole pictures</p> <ul style="list-style-type: none"> Accurately shade using a variety of mediums to achieve a desired effect To experiment with a range of colours, patterns and textures to create a desired effect 	<p>We are not Amused Recreate the work of a chosen Victorian artist/Create a Victorian coin.</p> <ul style="list-style-type: none"> Recreate the work of a chosen Victorian artist/Create a Victorian coin. Learn about great artists, architects & designers Improve mastery of techniques with varied materials To select from and use a wider range of tools and equipment to perform practical tasks [for example, 	<p>Amazing Americas Draw Disney Characters/ Make your own hotdog</p> <ul style="list-style-type: none"> To draw with accuracy. To select from and use a wider range of tools and equipment to perform practical tasks 	<p>Out of Africa African animals/ African patterns/ Sunset background with silhouette/ African mask.</p> <ul style="list-style-type: none"> To use a range mastery of art techniques to create a piece of artwork To accurately shade using a variety of mediums to achieve a desired effect 	

	<p>shaping, joining and finishing], accurately)</p> <ul style="list-style-type: none"> • Improve your mastery of techniques using varied materials) • Use and experiment with a range mastery of techniques to create a purposeful product) • Develop and record observations through different (mediums) ways to review your product against your own design criteria. • Critically evaluate a piece of artwork (own and others) and add in your personal 		<p>cutting, shaping, joining and finishing], accurately</p>		
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