

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>name primary, secondary and some tertiary colours and qualify their tonal value</p> <p>mix and match basic colours and make them lighter or darker</p> <p>looking at the drawing and paintings of other artists that represent a variety of cultures and times and relating them to their own work</p>	<p>make a simple printing block from polystyrene and printing tiles</p> <p>investigate a range of other techniques e.g using cut stencils</p> <p>printing to make pictures, patterns and/or textures including overlaying</p>	<p>Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve.</p> <p>Use lines and marks to create an increasing range of shapes, patterns and textures.</p> <p>Working from the human figure in a range of poses and circumstances.</p>	<p>Tear paper into strips and shapes with some accuracy</p> <p>Apply adhesive sparingly to a range of materials and stick them down accurately.</p> <p>Making their own simple collage choosing and applying various coloured, textured and patterned materials</p>	<p>mould malleable materials e.g. dough or clay (sand), to create shapes that can be combined to make objects.</p> <p>working on a range of scales and sizes</p> <p>Talking about their sculptures and relating them to the work of other sculptors.</p>	<p>use images found on the computer in sketchbooks.</p> <p>find images online to support research and own work</p> <p>opportunities to reflect on art work created using ICT and describe how they created it.</p>
Year 2	<p>load a range of different kinds of objects with paint and print them</p> <p>ink up a block and print a regular and irregular pattern</p> <p>experimenting with a growing range of printing methods</p> <p>talking about their prints and how they made them</p>	<p>cut straight and curved lines from a range of materials with some accuracy</p> <p>tear paper into strips and shapes with some accuracy</p> <p>apply adhesive sparingly to a range of materials and stick them down accurately</p> <p>making their own simple collage choosing materials and applying various coloured, textures and patterned materials</p>	<p>build junk models and prepare them for painting and decorating by covering them with layers of paper.</p> <p>build and construct structures from different objects by combining materials.</p> <p>talk about how they used the materials to create their final piece.</p>	<p>mix and match basic colours and make them lighter or darker.</p> <p>looking at the drawing and paintings of other artists that represent a variety of cultures and times and relating them to their own work</p> <p>working from the human figure in a range of poses and circumstances</p>	<p>classify materials into colours and surface textures</p> <p>handling and manipulating a wide range of natural and made materials and making choices to match texture and colour to purpose</p> <p>creating collages by cutting and using materials and by sticking similar objects together to create new textures</p>	<p>Work to the size of the paper or surface</p> <p>'colour in' accurately with paint as well as drawing materials</p> <p>Make drawings and paintings to show increasing detail, context and the use of visual elements.</p>
Year 3	<p>describe what they have achieved and how it was produced using art language</p> <p>make drawings and paintings that include detail and context</p> <p>looking at 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.</p>	<p>Begin to match the approach to the scale of the work</p> <p>make drawings and paintings that include detail and context</p> <p>looking at 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.</p>	<p>tear paper to pre-determined strips and shapes.</p> <p>apply adhesive sparingly and stick shapes down accurately.</p> <p>produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern.</p> <p>working as a member of a group to produce a single collage.</p>	<p>use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</p> <p>describe what they have achieved and how it was produced using art language.</p> <p>drawing for different purposes using a range of styles.</p>	<p>developing monoprints to show use of line, pattern and texture.</p> <p>printing to make pictures, patterns or textures.</p> <p>talking about their print and the work of others and explaining how it was made</p>	<p>make armatures to support the work</p> <p>make plaster casts</p> <p>combining materials and processes to achieve required effects and meet specific design requirements, for example - in the production of a large figure involving an armature, the building of the body and its decoration</p>

<p>Year 4</p>	<p>use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</p> <p>begin to adapt and apply colours to achieve tonal effects, patterns and texture</p> <p>describe what they have achieved and how it was produced using art language</p> <p>the work of other artists to begin identifying styles</p>	<p>create simple shapes from paper and card.</p> <p>create papier mâché and use it to model 3D shapes.</p> <p>planning the sculpture and selecting appropriate materials and tools to work with.</p>	<p>identify key visual elements e.g colour, line, shape, space in their work and the work of others</p> <p>begin to match the approach to the scale of the work</p> <p>make drawings and painting that include details and context</p>	<p>use information from a range of different sources on the internet in order to put together a presentation on a theme, artist or genre using both text and images</p> <p>use a digital camera or video to take pictures or videos for a specific purpose within their art work.</p> <p>use photo editing software to manipulate images.</p>	<p>make drawings and paintings that include detail and context.</p> <p>making drawings and paintings from observations, experiences and imagination with the emphasis on first-hand experience.</p> <p>selecting media from a limited range and deciding how it might be used.</p>	<p>tear paper to predetermined strips and shapes</p> <p>change the surface of material by for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying</p> <p>produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern</p>
<p>Year 5</p>	<p>change the surface of materials by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying</p> <p>apply adhesive sparingly and stick shapes down accurately</p> <p>produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern</p>	<p>experimenting with and combining a growing range of printing techniques.</p> <p>show use of line, pattern, texture, shape and colour in their prints.</p> <p>planning to use printing to make pictures, patterns and textures.</p>	<p>use a range of techniques for building, joining and decorating clay</p> <p>use a range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper</p> <p>planning the sculpture to include the materials, the tools and the way of working</p>	<p>Use the primary colours, and black and white, to mix a full range of hues and tones.</p> <p>Develop techniques to enable them to create use the key elements, of line, tone etc, including proportion and simple perspective in their work.</p> <p>Looking at and talking about the work of other artists to demonstrate a knowledge of styles</p>	<p>compose the work and plan the effective use of available space</p> <p>develop techniques to enable them to create and use the key elements of line, tone etc including proportion and simple perspective in their work.</p> <p>making drawing and paintings from observation, experience and imagination with the emphasis on first-hand experience</p>	<p>Use ICT to respond to an artists' work</p> <p>Finding images for inspiration and support and collecting them in an art images file.</p> <p>Use the internet to explore websites, galleries and children's sites to look at artist's work and that of other children.</p>
<p>Year 6</p>	<p>using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper.</p> <p>choosing the materials that are appropriate to the subject</p> <p>relating the work to the work of other sculptors</p>	<p>planning the sculpture to include the materials, the tools and the way of working</p> <p>talking about their sculptures, how they were created and the ideas being investigated</p> <p>relating the work to the work of other sculptors</p>	<p>Plan and produce their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern.</p> <p>Experiment with materials to achieve new textures using a range of colour tones.</p> <p>Talk about their work and the work of others using language (key vocabulary) appropriate to all the visual elements.</p>	<p>Use primary colours, and black and white, to create a mixture of hues and tones.</p> <p>Compose the work and plan effective use of space.</p> <p>Develop techniques to enable them to create and use the key elements of line and tone etc including proportion and simple perspective in their work.</p>	<p>Use primary colours, and black and white, to create a mixture of hues and tones.</p> <p>Compose the work and plan effective use of space.</p> <p>Develop techniques to enable them to create and use the key elements of line and tone etc including proportion and simple perspective in their work.</p>	<p>ALL</p>

