Art

Subject Guide

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Introduction

Intent

At Frith Manor all pupils are nurtured, inspired and challenged by an imaginative curriculum enhanced by creative teaching that develops skills and knowledge. We share a belief that every child has the ability to achieve their potential.

Our whole school community shares a vision supporting our ethos of all pupils being thoughtful, caring and active learners/citizens. At Frith Manor, we strive to ensure that our curriculum enables children to feel safe, nurtured and in control of their futures. Each child is valued, respected and challenged regardless of ability, race, gender, religion or culture and every child has an equal entitlement to learning. We believe that every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Implementation

At Frith Manor we follow our own unique progression map for teaching Art and Design that follows the DfE programmes for KS1 and KS2. EYFS uses the Expressive Art and Design thread of the Development Matters document. A diverse range of artists and craftspeople are taught to support the teaching of

skills. Our art curriculum reflects the principles of the *Anti-Racist Art Education* checklist put together by the NSEAD (National Society for Education in Art & Design) https://www.nsead.org/resources/curriculum/arae-curriculum-checklist/.

At Frith Manor, our anti-racist development plan for Art and Design aims to:

- create a curriculum where Black and ethnic artists are studied.
- use art and design to make cross-curricular links that lead to further discussion.
- include artistic traditions and designs from different countries and cultures from around the world, including those that are significant to Frith Manor pupils and their communities.

We believe that creativity starts young and it affects threads through the whole curriculum. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. The school uses a variety of teaching and learning styles e.g. we ensure that the act of investigating and making something includes exploring and developing ideas. We do this best through a mixture of whole class teaching, individual/group activities and year group workshops. Art is taught weekly through units of work.

Children are encouraged to evaluate their own ideas and methods, and the work of others, and say what they think and feel. Teachers draw attention to good examples of individual performance as models for others. Children work in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including ICT. KS 1 and KS 2 pupils work with sketchbooks to develop their ideas and for rough sketching prior to undertaking final work.

At Frith Manor we celebrate Art and Design through whole school events such as 'The Big Draw', 'Take One Picture', 'Black History Month' and 'Children's Art Week'. The school takes part in competitions and projects in the wider art world and we have had success with submissions to the Royal Academy of Arts 'Young Artists Summer Show 2021' as well as being competition winners in the 'Show & Tell' photography competition. The school links with the community and has shown pupil's work in local shop windows. These events give teachers the opportunity to plan and create cross curricular links to support the teaching of History, PHSE, Literacy, RE, Mathematics and Science. We are also collaborating with The Arts Depot, A Line Art and The Arts Council in 2021/22 on two 'Creative Schools Projects'. In 2021/22 we introduced 'Art Ambassadors' from Years 5 and 6 whose role it is to champion the subject and support the curriculum.

We encourage parent artists to share their skills and continue to collaborate with the community to support art education at Frith Manor School. We collaborate with the Art department at Copthall Secondary School, the London School of Economics and Arts Depot on projects. The Frith Manor Facebook page and website regularly post photographs of current displays and projects to share with parents and the wider community.

Impact

The impact of our curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Frith Manor reaching at least age-related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks.

We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. Achievements are celebrated in classrooms during walking-galleries and corridor displays, and by building in increasing connections with local galleries, we aim to develop our future artists and their appreciation of the art around them.

Yearly Overview

Please note that artists in Autumn 1 and Summer 1 are project based (Big Draw/Take One Picture) and will be updated every academic year.

LTP	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Little Acorns	Mark making and exploring a range of media & materials Big Draw 'Drawing with Senses' Jackson Pollock	Mark making and exploring a range of media & materials Andy Goldsworthy	Mark making and exploring a range of media & materials Joana Vascancelos	Mark making and exploring a range of media & materials Seraphina Neville	Mark making and exploring a range of media & materials Jeff Koons	Mark making and exploring a range of media & materials Cecilia Vicuna

Little Oaks	Developing own ideas through mark making and exploring a range of media & materials Big Draw 'Drawing with Senses' Nnena Kalu	Developing own ideas through mark making and exploring a range of media & materials Frank Bowling	Developing own ideas through mark making and exploring a range of media & materials Yayoi Kusama	Developing own ideas through mark making and exploring a range of media & materials Barbara Hepworth	Developing own ideas through mark making and exploring a range of media & materials Julie Mehretu	Developing own ideas through mark making and exploring a range of media & materials Bridgit Riley
Reception	Develop and refine ideas through drawing and making in a range of materials. MIXED MEDIA Cave Art (Book Cave Baby)	Develop and refine ideas through drawing and making in a range of materials. DRAWING Hanoch Piven	Develop and refine ideas through drawing and making in a range of materials. PAINTING Megan Coyle	Develop and refine ideas through drawing and making in a range of materials. 3D Henry Moore James Brunt	Develop and refine ideas through drawing and making in a range of materials. COLLAGE Celestine Thomas	Develop and refine ideas through drawing and making in a range of materials. Contemporary Art based SUMMER PROJECT (whole school TBC)

Year 1	DRAWING Wassily Kandinsky Renata Bernal lly Bolotowsky Zaria Forman Bridgit Riley	PAINTING Clarice Cliff Jasper Johns	3D Marco Balich Louise Bourgeois Samantha Stephenson	TEXTILES Judith Scott Cecilia Vicuna	PRINTING Margaret Molinari	Contemporary Art based SUMMER PROJECT (whole school TBC)
Year 2	MIXED MEDIA (PAINTING, PHOTOGRAPHY, DRAWING) Rosie James Alice Fox	DRAWING Quentin Blake (Shigetaka Kurita)	PAINTING Romare Bearden	3D Rachel Whitread Ranto Bam	COLLAGE Susan Stockwell Matthew Cusick Eduadro Paolozzi Maggie Scott Josef Albers Kim Soon-Im	Contemporary Art based SUMMER PROJECT (whole school TBC)
Year 3	TEXTILES MIXED MEDIA Hannah Rae, Alice Kettle	PAINTING & MIXED MEDIA Max Ernst Barbara Hepworth Carl Linnaeus	COLLAGE (Pablo Picasso)	3D Anthony Caro Kim Asawa	DRAWING ll Maud Purdy Georgia O'Keeffe Carl Linnaeus Max Earnst	Contemporary Art based SUMMER PROJECT (whole school TBC)

Year 4	DRAWING (Printing) Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat	PAINTING Audrey Flack Clara Peeters	3D El Anatsui Sokari Douglas Camp Barbara Hepworth Magdelene Odundo Jaume Plensa	DIGITAL MEDIA Cindy Sherman	TEXTILES Ruth Daniels Senanayake Megan Carter William Morris	Contemporary Art based SUMMER PROJECT (whole school TBC)
Year 5	PRINTING Aliki Fishnik	DRAWING 1 Teis Albers Karen Rose	PAINTING Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott	3D Cai Guo-Qiang	DRAWING ll (Craft/Design) Zaha Hadid Friedensreich Hundertwasser	Contemporary Art based SUMMER PROJECT (whole school TBC)

Year 6	PRINTING Luba L ukova Faith Ringgold Shepard Fairey	DRAWING Dan Fenelon Diego Rivera Leonardo Da Vinci	DIGITAL MEDIA Derek O Boateng Crosby Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman	PAINTING Frank Bowling Richard Brackenburg David Hockney Lubaina Himid Fiona Rae Paula Rego John Singer Sargent	3D Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell	Contemporary Art based SUMMER PROJECT (whole school TBC)

Curriculum coverage

EYFS

Skills	
Become proficient in	
….drawing	LA Autumn 1 Jackson Pollock LO - Autumn 1 Nnena Kalu Reception - Autumn 2 Hanoch Piven
….painting	LA - Learning landscape Autumn 1 Jackson Pollock LO - Learning landscape Autumn 2 Frank Bowling Reception - Learning landscape Spring 1 Megan Coyle

….craft and design (collage/textiles)	LA - Learning Landscape Spring 2 - Seraphina Neville LO - Learning Landscape Autumn 1 Nnena Kalu Reception - Learning Landscape Summer 1 Celestine Thomas
….printing	LA - Learning Landscape LO - Learning Landscape Spring 1 Yayoi Kusama Reception - Learning Landscape Autumn 1
….sculpture (3D)	LA - Learning Landscape Summer 1 Jeff Koons LO - Learning Landscape Spring 2 Barbara Hepworth Reception - Learning Landscape Spring 2 Henry Moore, James Brunt
…digital art	LA - Learning Landscape LO - Learning Landscape Reception - Learning Landscape
Multi skills TBC	EYFS works with a continuous provision approach called 'The Learning Landscape' to offer activities that are aligned to the EYFS curriculum for Expressive Art & Design. All Kapow units and whole school project are underlined by a mixed media approach.

KS1

Skills	
Become proficient in	
….drawing	Yr 1 - Autumn 1 Wassily Kandinsky, Renata Bernal, Illy Bolotowsky, Zaria Forman, Bridgit Riley Yr 2 - Autumn 2 Quentin Blake
….painting	Yr 1 - Autumn 2 Clarice Cliff, Jasper Johns Yr 2 - Spring 1 Romare Bearden
….craft and design (collage/textiles)	Yr 1 - Spring 2 Judith Scott, Cecilia Vicuna Yr 2 - Summer 1 Susan Stockwell, Matthew Cusick, Eduadro Paolozzi, Maggie Scott, Josef Albers, Kim Soon-Im

….printing	Yr 1 - Summer 1 Margaret Molinari Yr 2 - Spring 1 Romare Bearden
….sculpture (3D)	Yr 1 - Spring 1 Marco Balich, Louise Bourgeois, Samantha Stephenson Yr 2 - Spring 2 Rachel Whitread, Ranto Bam
…digital media	Yr 1 - *opportunities in the whole school summer term contemporary art project Yr 2 - Autumn 1 Rosie James, Alice Fox *opportunities in the whole school summer term contemporary art project
Multi Skills	All Kapow units and whole school project are underlined by a mixed media approach.

KS2

Skills	
Become proficient in	
….drawing	Yr 3 - Autumn 1 Heather Hansen, LauraMcKendry, Edgar Degas Yr 3 - Summer 1 Maud Purdy, Georgia O'Keeffe, Carl Linnaeus, Max Earnst Yr 4 - Autumn 1 Fernando Botero, Alberto Giacomett,i Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat Yr 5 - Autumn 2 Teis Albers, Karen Rose Yr 5 - Summer 1 Zaha Hadid Yr 6 - Autumn 2 Dan Fenelon, Diego Rivera, Leonardo Da Vinci
….painting	Yr 3 - Autumn 2 Max Ernst ,Barbara Hepworth, Carl Linnaeus Yr 4 - Autumn 2 Audrey Flack, Clara Peeters Yr 5 - Spring 1 Chila Kumari, Singh Burman, Njideka Akunyili, Crosby, Vincent van Gogh, Frida Kahlo, Maggie Scott Yr 6 - Spring 2 Frank Bowling, Richard Brackenburg, David Hockney, Lubaina Himid, Fiona Rae,Paula Rego, John Singer Sargent

….craft and design (collage/textiles)	Yr 3 - Autumn 1 Hannah Rae Alice Kettle Spring 1 Pablo Picasso Yr 4 - Summer 1 Ruth Daniels, Senanayake Megan, Carter William Morris Yr 5 - Summer 2 Zaha Hadid, Friedensreich Hundertwasser Yr 6 - Spring 1 Derek O Boateng, Crosby Chuck, Close Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman
….printing	Yr 3 - Max Ernst Barbara Hepworth Carl Linnaeus Yr 4 - Autumn 1 Fernando Botero, Alberto Giacometti, Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat Yr 5 - Autumn 1 Aliki Fishnik, Helen Rawlinson Yr 6 - Autumn 1 Luba Lukova, Faith Ringgold, Shepard Fairey
….sculpture (3D)	Yr 3 - Spring 1 Anthony Caro, Kim Asawa Yr 4 - Spring 1 El Anatsui Sokari, Douglas Camp, Barbara Hepworth, Magdelene Odundo, Jaume Plensa Yr 5 - Spring 2 Cai Guo-Qiang Yr 6 - Autumn 1 Luba Lukova, Faith Finggold, Shepard Fairey
…digital media	Yr 4 - Spring 2 Cindy Sherman Yr 6 - Spring 1 Derek O Boateng, Crosby, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman *opportunities in the whole school summer term contemporary art project
Multi Skills TBC	All Kapow units and whole school project are underlined by a mixed media approach.

EYFS/KS1/KS2

Skills

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Our art curriculum reflects the principles of the *Anti-Racist Art Education* checklist put together by the NSEAD (National Society for Education in Art & Design) https://www.nsead.org/resources/curriculum/arae-curriculum-checklist/. At Frith Manor, our anti-racist development plan for Art and Design aims to: • create a curriculum where Black and ethnic artists are studied. • use art and design to make cross-curricular links that lead to further discussion. • include artistic traditions and designs from different countries and cultures from around the world, including those that are significant to	• Little Acorns - Autumn 1 - Jackson Pollock Autumn 2 - Andy Goldsworthy Spring 1 - Joana Vasconcelas Spring 2 - Serapina Neville Summer 1 - Jeff Koons Summer 2 - Cecilia Vicuna • Little Oaks Autumn 1 - Nnena Kalu Autumn 2 - Frank Bowling Spring 1 - Yayoi Kusama Spring 2 - Barbara Hepworth Summer 1 - Julie Mehretu Summer 2 - Bridgit Riley • Reception Autumn 1- Cave Art (book Cave Baby) Autumn 2 - Hanoch Piven Spring 1 - Megan Coyle Spring 2 - Henry Moore, James Brunt Summer 1 - Celestine Thomas Summer 2 - Contemporary Artwork TBC • Year 1 Autumn 1 - Wassily Kandinsky, Renata Bernal, lly Bolotowsky, Zaria Forman, Bridgit Riley Autumn 2 - Clarice Cliff, Jasper Johns Spring 1 - Marco Balich, Louise Bourgeois Spring 2 - Judith Scott , Cecilia Vicuna Summer 1 - Margaret Molinari Summer 2 - Contemporary Artwork TBC

Frith Manor pupils and their communities.	• Year 2 Autumn 1 - Rosie James, Alice Fox Autumn 2 - Queintin Blake Spring 1 - Romare Bearden Spring 2 - Rachel Whitread, Ranto Bam Summer 1 - Susan Stockwell, Matthew Cusick, Eduadro Paolozzi, Maggie Scott, Josef Albers,Kim Soon-Im Summer 2 - Contemporary Artwork TBC • Year 3 Autumn 1 - Hannah Rae, Aice Kettle Autumn 2 - Max Ernst, Barbara Hepworth, Carl Linnaeus Spring 1 - Pablo Picasso Spring 2 - Anthony Caro, Kim Asawa Summer 1 - Susan Stockwell, Matthew Cusick, Eduadro Paolozzi, Maggie Scott, Josef Albers, Kim Soon-Im Summer 2 - Contemporary Artwork TBC • Year 4 Autumn 1 - Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat Autumn 2 - Audrey Flack Clara Peeters Spring 1 - El Anatsui Sokari, Douglas Camp ,Barbara Hepworth, Magdelene Odundo, Jaume Plens Spring 2 - Cindy Sherman Summer 1 - Ruth Daniels, Senanayake Megan, Carter William Morris Summer 2 - Contemporary Artwork TBC • Year 5 Autumn 1- Aliki Fishnik, Helen Rawlinson Autumn 2 - Teis Albers Karen Rose Spring 1- Chila Kumari Singh Burman, Njideka Akunyili Crosby, Vincent van Gogh, Frida Kahlo,Maggie Scott Spring 2 - Cai Guo-Qiang Summer 1- Zaha Hadid Friedensreich, Hundertwasser

	Summer 2 - Contemporary Artwork TBC • Year 6 Autumn 1 - Luba Lukova, Faith Ringgold, Shepard Fairey Autumn 2 - Dan Fenelon, Diego Rivera, Leonardo Da Vinci Spring 1 - Derek O Boateng, Crosby Chuck Close, Albrecht Durer,Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman Spring 2 - Frank Bowling, Richard Brackenburg, David Hockney, Lubaina Himid, Fiona Rae, Paula Rego, John Singer Sargent Summer 1 - Judith Scott, Yinka Shinobare, Nicola Anthony, Louise Nevelson, Joseph Cornell Summer 2 - Contemporary Artwork TBC

Strand development

Core year group stand skills are in **BLACK**. Occasionally ***you might include non core skills*** in your teaching as part of a whole school project (e.g Take One Picture) or a unit of work. If you do, please refer to the relevant boxes to pitch your lessons and LO.

Drawing	
Little Acorns **Start to make marks intentionally.** **Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.** **Offer a wide range of materials and make marks in different ways e.g cornflour, mud, paint, tablets, computers.**	**Reception** **Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Support children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend time alongside children and show interest in the meanings they give to their drawings and models. Talk about them together**

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Introduce colour names **Little Oaks** **Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Support children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend time alongside children and show interest in the meanings they give to their drawings and models. Talk about them together** **Draw with increasing complexity and detail e.g faces and patterns. Represent ideas like movement and loud noises. Encourage drawing from imagination and observation.** **Show different emotions in their drawing and painting (e.g happy, sad, fear)**	**Draw with increasing complexity and detail e.g faces and patterns. Represent ideas like movement and loud noises. Encourage drawing from imagination and observation.** **Show different emotions in their drawing and painting (e.g happy, sad, fear)**
Year 1 **Use sketchbooks if appropriate.** **Experiment with a variety of media; pencils, crayons, pastels, felt tips, charcoal, chalk. Experiment with lines and shapes, thinking about dark/light and patterns. Draw on a range of surfaces with a range of media. Observe and draw simple objects. Begin to explore texture.**	**Year 2** **Use sketchbooks if appropriate.** **Consider which drawing material is the best for purpose. Control the types of marks made with the range of media. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Observe and draw shapes from observations. Investigate textures by describing, naming, rubbing, copying.**
Year 3 **Use sketchbooks to collect and record visual information and ideas from different sources. Experiment with ways in which surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements. Experiment with different grades of pencil to draw forms, shapes and variations in tone. Create textures with a wide range of drawing implements.**	**Year 4** **Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to create lines and marks considering which would be best to use. Begin to show an awareness of objects having a third dimension. Apply a simple use of pattern, fine detail and texture in drawing.**

Year 5 Use a sketchbook to collect and develop ideas. Work in a sustained and independent way to create a detailed drawing. Use dry media to make different marks, lines, patterns and shapes within a drawing. Use different techniques for different purposes, i.e. shading, hatching, cross hatching within their own work. Begin to use simple perspective in their work using a single focal point and horizon.	**Year 6** Use a sketchbook to collect and develop ideas which helps to improve the quality of their work. Work in a sustained and independent way to create a detailed drawing using all previously taught sketching skills. Use both wet and dry media to make different marks, lines, patterns and shapes within a drawing. Begin to use tonal contrast to develop their own style of drawing. Begin to develop an awareness of composition, scale and proportion in their work.

Painting

Little Acorns Experimenting with a range of brushes and other tools (including hands!) for painting. Practise making a range of marks on a range of surfaces. Experiment with mixing colours and adding glitter, sand etc into paint to change the texture. Talk about what they have painted. **Little Oaks** Experimenting with a range of brushes and other tools (including hands!) for painting. Practise making a range of marks on a range of surfaces. Experiment with mixing colours and adding glitter, sand etc into paint to change the texture. Talk about what they have painted. Paint representations that interest them. Begin to talk about their paintings.	**Reception** Experiment with a variety of tools and techniques including different brush sizes and types. Experiment with and use primary colours, naming, simple colour mixing to create shades, learn the names of different tools that bring colour, use a range of tools to make coloured marks on paper Make coloured marks on a variety of surfaces. Define colours, textures and shapes in the natural world. Discuss responses.
Year 1 Use a variety of tools and different brush sizes and types. Work on different scales - large and small. Use different types of paint e.g.	**Year 2** Choose the correct tool and size and type of brush according to which suits the work best. Name different types of paint and their

powder, watercolour, acrylic and add textures to paint. Simple mixing of primary colours and begin to use white and black to make colours lighter and darker.	**properties. Mix primary colours and begin to mix shades and tones. Paint pictures of objects and places through observation.**
Year 3 **Work on a range of scales, e.g. thin brush on small pictures. Create different effects and textures with paint according to what they need for the task. Mix colours and know which primary colours make secondary colours. Use more specific colour language, e.g. turquoise, violet.**	**Year 4** **Choosing paint brushes in order to add fine detail or large background washes. Mix primary and secondary colours and show children the colour wheel, looking at complementary colours. Mix and use tints and shades. Use knowledge of composition, 3D drawing to improve the quality of paintings.**
Year 5 **Develop a painting from a drawing. Be able to identify primary, secondary, complementary and contrasting colours. Mix colours using a range of paint types in order to make the colours appropriate for the task. Create paintings using knowledge of perspective, style and composition.**	**Year 6** **Create imaginative paintings from a variety of sources e.g. observational drawing, themes, poetry, music. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Mix and match colours to create atmosphere and light effects. Work with primary, secondary, complementary and contras.**

Sculpture / 3D

Little Acorns/Little Oaks **Experiment with joining materials, thinking about the shape and purpose. Develop fine motor skills through manipulating materials such as clay and playdough, twisting and tying natural materials, cutting tape, using construction materials such as lego, knex. Working individually or in groups, small or large scale.**	**Reception** **Experiment with and make forms with a variety of materials i.e playdough, clay, plasticine, junk models, wire, mod roc, stone, bark, blocks, loose parts. Handling, feeling, enjoying and manipulating materials. Building and destroying, shape and model. Sensory experience**
Year 1 Manipulate malleable materials in a variety of ways including rolling and kneading. Manipulate malleable materials for a purpose e.g. pot, tile. Experiment constructing and joining recycled, natural and man made materials. Begin to look at how to change the surface of malleable materials to add texture.	**Year 2** **Manipulate malleable materials in a variety of ways including rolling using guides to ensure even thickness and use of slip to smooth clay. Use new skills to create purposeful models linked to topic e.g. flowerpot. Understand the safety and basic care of materials and tools. Use simple**

	2D shapes to create a 3D form. Use tools to add texture to the surface of models.
Year 3 Plan and design models in sketchbooks. Make models from observation or imagination. Begin to use coiling, slip and score techniques to build clay models. Use papier mache to create a simple 3D project. Create sculptures using paper.	**Year 4** **Plan and design models in sketchbooks using labels to explain reasons for choices. Join clay adequately and construct a simple base for extending and modelling other shapes. Create more detailed surface patterns and textures in malleable materials. Use modroc or clay to create 3D structures. Use paper/card to construct pop up pictures.**
Year 5 **Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing in sketchbooks. Develop skills in using clay including slabs, coils, slip etc. Begin to add handles to pots. Produce intricate patterns and textures in a malleable material.**	**Year 6** Plan, design, make and evaluate work, justifying reasons for choices. Show a mastery of all skills previously taught. Consider the quality of the finished work. When working in clay add handles or lids and develop etching skills.

Collage

Little Acorns/Little Oaks **Experiment by arranging, repeating, overlapping, irregular and irregular patterns. Experiment with colour and texture. Begin to use scissors and tear materials. Experiment with masking tape, a variety of glues. Provide a range of materials and tools.**	**Reception** **Experiment by arranging, repeating, overlapping, irregular and irregular patterns. Experiment with colour and texture. Begin to use scissors and tear materials.** **Teach techniques for joining materials e.g masking tape, a variety of glues. Provide a range of materials and tools and teach children to use them with care and precision.**
Year 1 **Create images using a range of media e.g. photocopies, fabric, crepe paper, magazines etc. Arrange and glue materials to a range of backgrounds. Develop skills of scraping the glue spreader before**	**Year 2** Sort and group materials for different purposes e.g. colour, texture, pattern. Fold, crumple, tear and overlap papers. Arrange and glue a range of

applying the glue. Work on different scales. Develop skills of overlapping materials to create the best effect.	materials to a range of backgrounds with an increased use of detail. Create, select, arrange shapes and textured paper.
Year 3 **Plan designs and ideas using sketchbooks. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Begin to consider symmetry in collage work. Develop skills of mosaic making.**	**Year 4** Develop a visual vocabulary/photo montage in sketchbooks to show how ideas have been developed. Experiment with collage techniques as before, explaining choices. Increase the sophistication of materials used and more ambitious designs with detail and symmetry.
Year 5 Use collage as a means of extending work from initial ideas. Add collage to a painted, printed or drawn background or use collage to create the background for work added on top. Consider the overall effect of a finished piece e.g. monochromatic collage, incorporating text, visual and tactile ideas.	**Year 6** **Use different techniques, colours and textures when designing and making pieces of work. Use a range of media to create collages. Use collage to embellish a 3D form i.e. decoupage. Choose appropriate technique for purpose. Add previous learnt skills to improve collage work e.g. knowledge of perspective, contrasting colours, sewing skills.**

Textiles

Little Acorns/Little Oaks **Experiment using a range of fabric pieces, cutting, joining, glueing. Wrap, fold, cut, stick materials. experiment with media to create simple weaves**	**Reception** **Experiment with a range of textured fabrics/materials. Wrap, fold, cut, stick materials. experiment with media to create simple weaves, tie dye, sewing using large eye needles. Practise using scissors to cut fabric pieces. Use hole punches and staplers as a way to join fabrics. Describe the look, feel and use of the fabric.**
Year 1 **Match and sort fabrics and threads for colour, texture, length and size. Develop scissor/snips skills so fabric can be cut and shaped. Apply decoration by glueing beads, buttons, feathers, sequins etc. Simple dyeing of fabrics. Simple weaving of materials to create a**	**Year 2** Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut fabric and apply shapes with glue or by simple stitching (running stitch). Apply colour by printing onto fabric, using fabric pens, dyes or paints. Use a loom to weave pictures such as an autumn scene, seaside scene etc. Think about the correct colours to use.

range of textures e.g. card looms, grass woven through twigs, ribbons woven through fencing.	
Year 3 **Plan designs and ideas using sketchbooks. Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textual effects. Develop skills in stitching, cutting and joining. Use binca to practise running and cross stitch. Add individual pieces together to create a large piece e.g a wall hanging.**	**Year 4** Use sketchbooks to collect source material, record and plan for future works. Develop stitching skills e.g. blanket stitch. Develop textile, collage and sewing skills into a project e.g. a patchwork quilt. Experiment with paste resist. Match the tool to the material.
Year 5 **Make thoughtful observations about starting points and select ideas to use in their work. Document this in sketchbooks. Use fabrics to create 3D structures such as cushions, soft toys. Use different grades of needles and threads. Experiment with batik techniques.**	**Year 6** Develop ideas for textile projects from a range of sources and record, annotate these ideas in sketchbooks. Create detail through a range of stitching skills e.g. back stitch. Experiment with silk painting or felting. Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.

Printing

Little Acorns/Little Oaks **Experiment with a range of tools to print with. Print by pressing into, peeling off and painting directly onto surfaces. Experiment with using found materials to print onto paper, clay and dough.**	**Reception** **Experiment with a range of tools to print with. Print by pressing into, peeling off and painting directly onto surfaces. Experiment with using found materials to print onto paper, fabric, clay, dough. Use found materials, woodblocks, mono printing, press print, string, rubbings, create patterns, relief printing.**
Year 1 Print with a range of hard and soft materials e.g. corks, sponge, cotton reels. Use a range of rollers to create different printing effects. Take simple	**Year 2** **Design and then print repetitive patterns. Create simple printing blocks with press print (polystyrene sheets). Create printing blocks using string glued onto card. Experiment with overprinting motifs and colours. Make rubbings to collect textures and patterns.**

prints i.e. monoprinting. Roll printing ink over found objects to create patterns e.g. plastic, mesh, stencils. Build repeating patterns.	
Year 3 Use sketchbooks to record media explorations and to design patterns for prints. Create printing blocks using a relief or impressed method. Combine different prints to create one large piece.	**Year 4** **Use sketchbooks to collect source material, record and plan for future works. Create advanced repeated patterns. Print with two colour overlays. Extend knowledge and skills in printing to use on fabric. Discuss, modify and improve your own and others' work.**
Year 5 Create printing blocks by simplifying an initial sketchbook idea. Use tools and materials in a safe and appropriate way e.g. lino printing, use of craft knives for screen printing. Create prints with three overlays. Begin to experiment overlay printing with other media.	**Year 6** **Develop ideas for printing work from a range of sources and record, annotate these ideas in sketchbooks. Refine all skills taught previously to show mastery of this technique. Use printing as a way to create art for a purpose e.g. screen printing t-shirts, creating posters etc. Work into prints with a range of media e.g. pens and paints. Use knowledge of complementary, contrasting colours to plan for prints.**

Digital Media

Little Acorns/Little Oaks **Use of simple drawing/painting programs on desktop, IWB and ipads.**	**Reception** **Develop mouse control skills. Simple photography using ipads, deleting and choosing best images. Use of simple drawing/painting programs on desktop, IWB and ipads.**
Year 1 Explore ideas using digital sources with reference to e-safety. Record visual information using digital cameras, ipads. Use a simple graphics program/app to create images and simple effects. Select the correct tool and colour for a purpose.	**Year 2** **Explore and develop ideas using digital sources with reference to e-safety. Record visual information using digital cameras, ipads and crop, edit, filter and add effects to work. Use graphics/drawing apps and programs to choose appropriate tools, colours and effects.**
Year 3	**Year 4**

Plan designs and ideas using digital sources and keep notes in sketchbooks. Record and collect visual information using digital cameras and ipads. Present recorded visual images using software such as powerpoint. Use a graphics/drawing program to create images and effects with lines of different sizes, different brushes or tool types e.g. charcoal.	**Use sketchbooks to collect source material from digital sources, record and plan for future works. Record and collect visual information using digital cameras and ipads for a planned purpose. Experiment with simple stop motion recording. Use a graphics/drawing program to create images experimenting with colours and textures by making appropriate choice of special effects and simple filters to manipulate and create images for a purpose.**
Year 5 Use digital art as a means of extending work from initial ideas. Record, collect and store visual information using digital cameras and ipads. Present recorded visual images using software such as powerpoint , photoshop making use of all the features available. Be able to import photographs into a graphics package and manipulate, edit and add effects. Begin to experiment using a green screen app.	**Year 6** **Understand that a digital image is created by layering. Create layered images from original ideas in sketchbooks. Record, collect and store visual information using digital cameras and ipads, considering composition and light. Using stop go animation or green screen software confidently, creating the characters and background scenery. Printing out images from computer for a particular purpose e.g. iron on t-shirt transfer, flyers or posters. Using art programs to select colours, tools and effects remembering other taught skills such as perspective.**

Vocabulary

Year Group	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Digital Art
EYFS	Picture, line, shape names, drawing, names of tools, line, colour, shape, straight, curved, long, short, up	Paint, mix, colour, feel, brushes, shape, dark, light, thick, thin, up, down, across	Models, sculpture, shape, natural, joining, rub, smooth, hard, wet, dry, sticky, feel, touch	Shape, pattern, colour, cut, tear, rip, stick, lift, move	Fabric, names of types of fabric, felt, cotton, net, join, clothes. sew	Print, press, paint, roll, fold, peel, stamp, rub	Computer, ipad, screen, click, tap, zoom, image, program, scroll

	down, round, zig zag, experiment						
Year 1	Names of media used, pattern, curved, wavy, zigzag, texture, observe, sketch	Paint types, scale, primary colours, lighter, darker, strokes, types of lines	Clay, playdough, 3D, pot, tile, roll, knead, texture	Fabric, crepe paper, tissue paper, newspaper, foil, overlapping	Utility snips, decoration, colour dyes, weaving, loom, under and over	Rollers, press, pattern, repeated pattern, ink, palette	App, record, film, photograph, graphics, effects, select, save, erase, clear screen
Year 2	Tone, landscape, portrait, names of new media used, sketch	Names of different paint types, shades, tones, portrait, landscape, still life, abstract	Rolling guides, slip, form, surface	Fold, crumple, tear, overlap, design, texture	Knotting, fraying, fringing, pulling threads, twisting, plaiting	Printing block, relief, motif, mono printing, textures	Crop, edit, fill, screenshot, filter, reduce, enlarge
Year 3	Sketchbook, surface, detail, form, different grades of pencils such as HB, 2B, 2H	Primary and secondary colours, colour washes, colour name	Coiling, slip and score, slabs, papier mache, design, diagram, paper sculpture techniques, rubbing, texture, prints, form, shape, smooth, rub	Layering, names of different types of paper, mosaic, grout, symmetry	Needle, thread, binca, textures, stitch, running stitch, cross stitch	Relief printing, impressed printing, media, paper	Digital sources, powerpoint, image, tools, selection
Year 4	Sketch, shade, third dimension, extend range of drawing pencils used	Complementary colours, colour wheel, tints, shades	Detail, malleable, modroc, coil, slip, connect, form	Montage, scale, visual vocabulary	Blanket stitch, padding, quilt, paste resist, brusho	Fabric, source material, overlay	Manipulate, stop motion, still, storyboard
Year 5	Hatching, cross hatching, focal point, horizon, perspective	Primary, secondary, complementary, contrasting colours, perspective, composition	Natural, man-made materials, additions, intricate	Background, monochromatic, typography, visual, tactile	Template, stuffing/filler, needle grades, embroidery, batik	Tools, craft knives, cutting mat, screenprint, linoprint	Import, export, green screen

Year 6	Tonal contrast, composition, scale, proportion, foreground, midground, background	Atmosphere, light, mood, effects, preliminary studies	Smoothing, etching, finish, mastery, genre	Embellish, perspective, decoupage	Silk, felting, overlap, layer, tactile, combining	Positive, negative, mixed media, contrast	Layering, animation, scenery, transfer