

Year	Autumn		Spring		Summer	
EYFS	<p>By the end of EYFS children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing; - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>More details of the EYFS curriculum to follow.</p>					
1	Self portrait (drawing and painting)		The dark, dark wood (printing and drawing)		Amazing natural sculptures (sculpture and painting)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	To know when Van Gogh lived, who else was famous at this time and what practices and disciplines they used.	Drawing - with control	To explore different types of trees on a nature walk around the school, local park	Printing- Rubbings of different surfaces	To research information about natural sculptures and identify key features of natural sculptures.	3D sculpture - Exploring forming, modelling and construction using clay
	To look closely at Van Gogh's self portrait and identify key features.	Drawing - using different media	To learn how to create texture by using the wax rubbing technique (using real tree bark)	Drawing - with control	To experiment with lots of different natural material and techniques.	3D sculpture - using tools
	To mix different colours and experiment with brush strokes and textures	Drawing - features from observation	To create texture by selecting lighter and darker shades.	Drawing - using different medias	To create a sketch of natural sculpture and choose appropriate colours for painting it.	painting - painting - Encourage individual identification of suitable equipment
	To use a magnifying glass to identify brush strokes, colours and textures in the paintings and recreate in own work.	Painting - mixing and applying paint	To create own woodland picture by placing a selection of tree bark rubbings.		To create ambitious sculpture using natural materials and take a photograph of the finished sculpture.	painting - Continue to explore applying colour with a range of tools
	To describe the differences and similarities between their work and that of Van Gogh.		To annotate and show reflection of their work.		To consolidate learning by creating art gallery showing each step of the process.	
2	Colour study (sculpture and painting)		Design a hat (drawing and painting)		Plants and Growing (printing and drawing)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	To recognise Wassily Kandinski and give opinion on his work. To discuss the painting 'Colour study - squares with concentric circles' as one of the Kandinski's art pieces.	Sculpture - Explore shape forming, modelling and construction	To identify key features of hats designed by Philip Treacy and describe the techniques used in his sketches.	Drawing - range of tones produced with a pencil	To study the work of Angie Lewin and to explore the techniques she used in her work.	Drawing - range of tones produced with a pencil
	To replicate the painting 'Colour study: squares with concentric circles' using paint in different colours.	Sculpture - Develop simple joining techniques	To use sketching pencils to design someone wearing an extravagant hat for Ascot using a range of simple techniques.	Drawing - discuss use of shadows	To experiment in their sketchbooks drawing flowers in the style of Angie Lewin	Drawing - discuss use of shadows
	To use Kandinski's art as an inspiration to create alternative versions of his painting in different mediums.	Painting - Predict and explore colours	To use sketching pencils to create a variety of simple scetch techiques including lines, shading and tones, cross-hatching.	Drawing - draw a way of recording experiences	To use black pens and draw flowers in the style of Angie Lewin	Drawing - draw a way of recording experiences
	To create a 3D clay pot inspired by concentric circles and use different colour paint for the circles.	Painting - use brushes and other items to produce work	To consider how watercolour is different to ready mix and explore the different techiques and properties of watercolour paints and paper.	Painting - use brushes and other items to produce work	To create an art work in the style of Angie Lewin, thinking about the amount of colours they will need to use for the background (use an inking roller)	Printing - printed image by using an object and one colour
	To consolidate learning by creating art gallery showing each step of the process.		To critique their own work and name similarities and differences between their own work and that of the artist studied.	Painting - Predict and explore colours	To make prints using circle and half-circle sponge choosing appropriate colour.	
				To evaluate and reflect own work.		

	Mother Nature (printing and drawing)		Pop art (drawing and painting)		Death masks (sculpture and painting)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
3	To understand and recognise Georgia O'Keeffe; to select an image of choice from the work of Georgia O'Keeffe and recreate it using different thickness pencils.	Drawing - developing drawing techniques	To know how pop art emerged and evolved and to know how Warhol and Lichtenstein's pop art has influenced art and culture in a range of ways.	Drawing - developing drawing techniques	To have an understanding of the importance and use of death masks in Egyptian society and what they represent.	Sculpture - explore shape (learning pinch and coil method)
	To understand, locate and observe (using magnifier glasses) natural objects. Nature walk.	Drawing - effect of light	To identify shapes and lines used in their work and make observational sketches of faces and expressions.	Drawing - accurate drawings of people	To design a death mask in sketch pads, based on examples they have seen.	Sculpture - join with confidence
	To create a detail sketch of a natural object.	Printing - combine prints from different objects and surfaces	To return to previous sketches and identify areas for improvement and make alterations.	Drawing - effect of light	To plan, design and make an Egyptian mask using clay and paint.	Painting - mixing, predicting and exploring with colours
	To etch the sketch of a natural object into polystyrene sheets.		To use paint (powder, poster and water paint) to create pop art style piece of art.	Painting - mixing, predicting and exploring with colours (powder, poster and water paints)	To develop techniques of using colour appropriately.	Painting - using different brushes for affect
	To evaluate and reflect own work.		To review own pieces of art and consider how to improve their control to create a final piece.	Painting - using different brushes for affect	To evaluate and reflect own work.	
	Greek Pottery (sculpture and painting)		Victorians - William Morris (printing and drawing)		Henry Rousseaus - Landscapes (drawing and painting)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
4	To research information about Greek Pottery and explore range of different shapes of Ancient Greek Pots.	Sculpture - choosing media from multiple choices	To learn about impact (role/purpose) of William Morris and learn about local printer working in 1800s.	Printing - make and use a printing block	To learn about the artist Henry Rousseaus and to evaluate his paintings.	Drawing - experiment with various pencils
	To use gouging and scraping techniques on a flat clay tile.	Sculpture - experience environmental sculpture	To experiment with ways in which surface detail can be added to drawings and to apply simple use of pattern and texture in drawing.	Drawing - experiment with various pencils	To use sketchbooks to record and sketch observations from real life.	Drawing - draw the effect of light on objects and people
	To understand that a sculpture can be created by the removal of material as well as adding material.	Painting - explore tones to create shadows	To create printing blocks (carve pattern carefully into polystyrene blocks) using a relief or impress method	Drawing - draw the effect of light on objects and people	To explore the tonal variation in Rousseaus's paintings, to mix colours and vary tone.	Drawing - accurate drawings of people include proportion, placement and shape of body
	To use ideas from research to design their own Greek Pot.	Painting - select most appropriate equipment of a task	To create repeating patterns and use more specific colour language.		To experiment with composition and understand what composition means .	Painting - explore tones to create shadows
	To develop control painting people onto the sculptures using acrylic paint.		To annotate work in sketchbook and compare ideas, methods and approaches in their own and others' work and say what they think they feel about them.		To critique their own work and name similarities and differences between their own work and that of the artist studied.	Painting - select most appropriate equipment of a task
	To evaluate and reflect own work.					

	Vikings (printing and painting)		Giuseppe Arcimboldo - Fruit portrait (drawing and painting)		Little Dancer - Edgar Degas (sculpture and drawing)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
5	To discuss and compare how artists have used a variety of techniques and materials to create printed art. To observe and record features of printing.	Printing - overprinting (more than 2 colours)	To learn about Giuseppe Arcimboldo and his style of art.	Drawing - detailed preparatory sketches for painting	To know about the range of media that Degas and other 3D artists used from 1850 to present day, including wire sculptures; to know how Degas' Little Dancer' provoked strong reactions from critics.	Sculpture - wire work
	To observe and describe Viking patterns and to create simple line drawings of a variety of Viking patterns.	Painting - wet and thin, thick and heavy paint	To create a portrait in the style of Giuseppe Arcimboldo	Drawing - effect of light on	To sketch in a sketch book the Little Dancer figure and make a similar sketch of a sportsman of their choice.	Sculpture - complex joining techniques
	To create a printing pattern onto a polystyrene tile (printing plate)	Painting - question suitable equipment	To create a pencil sketch to plan a painting and to use watercolour paper to explore watercolour techniques (e.g. wash, lifting up, bleeding into each other, etc.)	Drawing - accurate drawings of people	To learn how to manipulate wire to create a 3D representation of the human form previously sketched.	Drawing - effect of light on
	To experiment with colour and printing effects (e.g. marbling, using more than 2 colours)		To use watercolour paper and paints creatively to produce an independent watercolour portrait.	Painting - wet and thin, thick and heavy paint	To develop control over the size and position of their sculptures limbs and ensure that it is proportionate.	Drawing - accurate drawings of people
	To evaluate the effectiveness of their final Viking pattern.			Painting - question suitable equipment	To review and evaluate the form and use of space of their sketches and 3D sculpture.	
6	Botanical art (printing and painting)		Human (fine art) (sculpture and drawing)		Cubism (drawing and painting)	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	To explore a range of botanical drawings and gather ideas for their own drawings in a sketchbook.	Painting - Explore the use of texture in colour	To know how Michelangelo and similar artists have contributed to the Renaissance and later Baroque period.	Sculpture - Develop an understanding of different ways of finishing	To know how Miro and Picasso contributed to the cubist movement and were influenced by historical events and other artists.	Drawing - Use a variety of techniques to interpret the texture of a surface
	To practice drawing techniques in a sketchbook by blending and shading with sketch pencil.	Painting - Encourage individual identification of suitable equipment	To know how Michelangelo and similar artists have represented the human body in realistic detail and captured emotions using stone and marble.	Sculpture - Recognise different sculptural forms in the environment	To sketch observation of the human form using the cubist influence.	Drawing - use variety of techniques to show the effect of light on objects and people
	To collect leaves, observe them carefully and draw what is observed (stick half of the leaf into sketchbook and then create mirror leaf drawings)	Printing - Produce a detailed relief print.	To make a detailed and proportionate sketch of Michelangelo's David using a range of shading techniques and pencil hardness to add detail. Use these techniques to create new drawing of an eye.	Drawing - use variety of techniques to interpret the texture of a surface	To learn to use a range of acrylic techniques to create different textures.	Drawing - accurate drawings of people
	To use printing to create textures and mix colours to create different shades of green (using print roller and leaves).		To use clay and a range of tools creatively to make a detailed sculpture of an eye.	Drawing - use variety of techniques to show the effect of light on objects	To develop control using acrylic paints and experiment with cubist techniques. To discuss the difference between using watercolours and ready mix paint.	Painting - Explore the use of texture in colour
	To annotate drawings commenting on the different textures and patterns the leaves created.		To review and critique own sketches and discuss proportion and accuracy of their drawings.		To review and critique own work, identifying areas of work that are the most effective and the most challenging.	Painting - Encourage individual identification of suitable equipment