

Art and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	123 It's Good to be Me	We're Going on a Bear Hunt	Food and Celebrations	The Sky is the Limit	Commotion in the Ocean	Rumble in the Jungle
Project	Draw and paint self - portraits of themselves as babies and now. Print using body parts. Making skeletons black paper and straws/ chalk.	Distort digital images on the computers to create an art scene.		Choose materials/paints and collage alien's underpants. Contribute to mixing paints and making a class planetarium. Children to make their own paper boat and decorate it.	Children to bring in a bucket from home (any size or shape). We will experiment with colours, textures and functions to decorate the buckets. Paper plate bucket aquariums. Paper bowl jelly fish/ sea creatures. Make a clay rainbow fish and imprint the scales using tools. Create a rock pool using clay. Focus on different textures, imprints and patterns children can create using tools.	Children to have collage picture of different jungle animals. Children cut out and glue to make animal. Make masks by painting the appropriate animal skin patterns onto paper plates
EYFS Link	Uses simple tools and techniques competently and appropriately.	Understands that different media can be combined to create new effects.		Selects appropriate resources and adapts work where necessary . Explores what happens when they mix colours.	Manipulates materials to achieve a planned effect.	Experiments to create different textures. Understands that different media can be combined to create new effects.

Year 1 Topic	Amazing Africa	Paddington Bear	Back in Time – Lego Man	Who lives in a house like this?	Fruit and Veg	Beside the Seaside
Project	Design and create African patterns using collaging and paint.		Printing with paint in the style of Andy Warhol –Children draw toy from observations and draw on to polystyrene for printing. Discuss art style	Design your own house – blueprint. Using a range of media – crayon, pen, pencil, paint, felt tip – draw or paint a house inside or out. Create a tile for a house using clay and sculpting materials.	Printing with fruit using different colours – repeated patterns Observational drawing – fruit cut in half Look at work of artist Carl Warner – Foodscapes	Look at Van Gogh’s painting - Fishing Boats at Saintes – Maries – de –la -Mer. Add textures to show the different parts of the picture – smooth, rough, shiny, gritty.
Skills	Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.		Explore and record their own ideas through painting, drawing, sculpture, in response to firsthand observations, e.g. real objects, pictures, artefacts, and experiences. Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer.	Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales. Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.	Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. Describe what they think and feel about the work of a chosen artist, craft maker or designer Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and	Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work. Sort and group materials for different purposes e.g. colour texture.

					cultures for differences and similarities. Arrange and glue materials to different backgrounds.	Fold, crumple, tear and overlap papers.
Year 2 Topic	An Island Home	Our Pals	Australia	Marvellous Medicine	World in Danger	Fire, Fire!
Project		Draw and paint an artefact from own observations – helmet, food etc from army.	Use paints, felt tips and a variety of tools and techniques to create a Dot Art picture.	Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Create a Monet painting.	To use newspaper or other recycled materials to create a 3d picture - collaging	Drawing: Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
Skills		Develop and record their ideas through painting, drawing, sculpture in response to first-hand observations, e.g. real objects, photographs, artefacts, and experiences.	Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'.	Recognise the styles of artists, craft makers or designers and use this to inform their own work. Talk about the similarities and differences between different artists, craft makers or designers. Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.	Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. Show confidence in working creatively e.g. with a range of media on different scales. Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g. use of	Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.

			Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.		specific tools to create more texture. Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.	
Year 3 Topic	The Stone Age	Germany	The Romans	Rishton - A local area study	Magnificent mysteries	Comparing Rishton with the Lake District
Project	Cave art – paint and different textures – make mud paint	Paul Klee 'German artist' – experiment with colours and colour language and shading. Experimenting tone Using his technique to create final piece or abstract art.	David Hockney – landscapes Take picture of Rishton – recreate on computer			Water in Art Collaging water scenes. Marbling art using marbling ink
Skills	Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.	Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. Compare ideas, methods and approaches in their	Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed. Show confidence and independence when working creatively e.g. with a range of media on different scales. Discuss the styles of artists, craft makers or designers and use this			Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively. Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve

		own and others' work, e.g. talk about the features they like in a piece of art work. Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others. Begin to understand the historical and/or cultural significance of a chosen artist /art form.	to inform their own work. Begin to understand the historical and/or cultural significance of a chosen artist /art form.			a design into a printing block.
Year 4 Topic	Let the Battle Commence Saxons and Vikings	Terrible Tudors	Road trip USA	The Great North West	The Swinging Sixties	Masks and Mummies Ancient Egypt
Project		Tudor Portrait			Series of Pop Art	Egyptian Death Masks
Skills		Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.			Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form.	Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these Explain

					Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture.	how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture. Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.
Year 5 Topics	Going for Gold	What Makes Britain Great?	The Unsinkable Ship	Keep the Home Fires Burning	Keep the Home Fires Burning	The Land of the Dragon

Project	Drawing Pentathlon	British Artist	Designing and making theatre masks through use of plaster of Paris bandage.	Recreate water-based paintings inspired by the battle scene in Dunkirk.		Chinese architecture – focus on famous buildings and famous architect in China. Children draw and create their own building
Skills		Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.	Investigate a range of starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.	Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter. Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.		Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. Use appropriate language when comparing ideas, methods and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their

						ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.
Year 6 Topics	Kensuke's Kingdom Islands	Vile Victorians	Extreme Earth	The Maya		The Rainforest
Project	Looking at paintings by Japanese artist Kanagawa called The Great wave off Children produce pictures using different mediums	Painting in the style of LS Lowry Taking photos in the playground and the local area to use in own work		Weaving mats using Mayan patterns		
Skills	Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. Confidently use language appropriate to the chosen	Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. Use their knowledge of drawing, painting,		Independently investigate a range of starting points for their work, and confidently develop their ideas further. Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as		

	art form, to help them to explain their ideas. Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.	sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas. Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.		pens, ballpoint pens, paints. Annotations reflect their critical evaluations and development of ideas . Reflect on the ways in which their imaginative work has developed from a range of starting points.		
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