



	Painting (watercolour, poster paint, ink)	3D (clay, card, recycled materials, fabrics)	Printmaking (monoprints, collagraph, frottage, block, sponges)	Drawing (pencil, charcoal, inks, chalk, pastels)	Mixed media (collage, mixed materials, layering)	Sketchbooks (Artist research, develop own ideas, analyse own work and the work of others, record outcomes)
6	<ul style="list-style-type: none"> -Name all primary and secondary colours -Understand and explain why colours are presented on a colour wheel -Mix own secondary colours -Explore tints and shades. Add white to colours to create tints Add black to colours to create shades. -Control types of marks made with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects 	<ul style="list-style-type: none"> - Show experience in combining clay techniques; pinch, slab and coil to produce end pieces. -Develop an understanding of different ways of finishing work: glaze, paint, polish -Use score and slip method to join clay 		<ul style="list-style-type: none"> -Create observational drawings of objects using a broad tonal range and light sources to create a 3D appearance -Blend tones using pencils, not fingers. -Use a range of graded pencils appropriately to develop tone. understand how the softness of the lead determines the depth of tones. Use a rubber to add highlights. -Apply knowledge of the formal elements of art within drawings showing effective choices for different purposes. -Use directional shading for effect following the form of objects and shapes 		<ul style="list-style-type: none"> -Apply knowledge of the formal elements to analyse the work of Andy Warhol -Develop ideas from a range of sources. See positive and negative shapes. -understand and explain the contextual significance of the artist. -Independently research key information about artists -Describe techniques and processes -Understand key historical movements within art -Analyse own work in sketchbooks showing understanding of what went well and how work can be developed/improved. -Use sketchbooks to plan a sculpture through drawing and other preparatory work in the form of exploded view diagrams and observational drawings. -Use the sketch book to plan how to join parts of the sculpture.
5	<ul style="list-style-type: none"> -Understand and explain colour theory and the relationship between primary and secondary colours -mix colour appropriately for a desired outcome using knowledge of colour theory 		<ul style="list-style-type: none"> -Experiment with more advanced printing techniques such as monoprinting, collagraphs and block printing using printing ink. -Use a range of materials to create relief prints from a collagraph block. Such as string, hessian, plastic, fabric -Create repeating patterns 	<ul style="list-style-type: none"> - Understand and apply the formal elements of art when creating observational drawings (line, tone, space, shape, form, texture, colour) -Use a range of graded pencils and create a broad range of tone within drawings. -Understand how a light source will cast shadows 	<ul style="list-style-type: none"> -Select a limited colour palette appropriate for outcome -Use a range of papers to create texture within a collage. -Explore oil pastels techniques including blending, stippling, light and heavy pressure 	<ul style="list-style-type: none"> -Show knowledge of the formal elements to analyse an artists work -form opinions about artists work and understand contextual meanings -Record analysis of artists work and own work in sketchbooks. -Analyse and refine work by evaluating the most effective materials.
4			<ul style="list-style-type: none"> -Experiment with printing techniques using simple techniques such as block printing from a range of materials -Create repeating patterns 	<ul style="list-style-type: none"> -Learn about the formal elements of art. (line, tone, space, shape, form, texture, colour) -Apply a range of pressure of pencils to create tonal range. -apply the formal elements in landscape drawings 	<ul style="list-style-type: none"> -Create designs for an album cover considering appropriate choices for the genre of the band. -Select cuttings from magazines/newspapers and group colours to build up texture and depth 	<ul style="list-style-type: none"> -Observe historical fashion of Elizabethan garments. -Understand how messages are conveyed through visual means. (semiotics)
3	<ul style="list-style-type: none"> -Recap colour theory. Explore the colour wheel and the relationship between colours. Understand why they are displayed on a wheel. -Develop use of mark making through different tools to create dots and lines. 	<ul style="list-style-type: none"> -Create 3D sculptures using recycled materials -cutting card with scissors -Creating joins using hinges / tape / glue -Use recycled, natural and man-made materials to create sculptures. 		<ul style="list-style-type: none"> -Develop use of shading using a variety of drawing tools for intending effects -Make appropriate colour choices depending on the desired outcome. 		<ul style="list-style-type: none"> -Design and plan how a 3D structure can be built. Exploded view labelled diagrams -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
2	<ul style="list-style-type: none"> -Understand primary and secondary colours -Experiment with mixing own secondary colours -Experiment with mark making using different tools and sized paint brushes. 	<ul style="list-style-type: none"> -Use slab, coil and pinch clay techniques to create 3D objects. -Manipulate clay to appropriate scale for desired outcome. 	<ul style="list-style-type: none"> -Use sponges and paint to print from to create repeat patterns. -Experiment with different pressure of printing from sponges. 	<ul style="list-style-type: none"> - Use shading using a variety of drawing tools. -Make appropriate colour choices depending on the intended outcome. 		<ul style="list-style-type: none"> -Explore ideas using a stimulus of artist work -Find information about artists. -Discuss/ analyse outcomes WWW/EBI
1	<ul style="list-style-type: none"> - introduction to colour theory: Primary and secondary colours -Observe and paint leaves choosing autumnal and warm colours 		<ul style="list-style-type: none"> -Create leaf frottage prints using wax crayons -Hold wax crayon flat and apply firm pressure to paper -consider appropriate colour 	<ul style="list-style-type: none"> - Use a variety of drawings tools, pencils, felt tips, pens - Explore creating different textures through hatching, cross hatching, stippling, smudging. 	<ul style="list-style-type: none"> -Cutting different materials with scissors or tearing to cut. -create texture by mixing materials 	<ul style="list-style-type: none"> -observe the work of Andy Goldsworthy -discuss choice of materials, colours, and themes.



	<ul style="list-style-type: none"> - Use different sizes/thicknesses of paintbrushes for a variety of marks. - Andy Goldsworth Artists research. Children to make links 		<p>choices</p> <ul style="list-style-type: none"> - Creatively design and present my leaf frottages in my sketchbook. 	<ul style="list-style-type: none"> - Observe patterns 	<ul style="list-style-type: none"> -Enjoy playing with and using a variety of textiles and fabric. 	
R	<ul style="list-style-type: none"> -Observe the work of famous artists. -Experimental mark making with paint 	<ul style="list-style-type: none"> -Children are provided with a range of resources to respond to a given stimulus dependent on Topic work themes. 	<ul style="list-style-type: none"> -Use block prints and stamps 	<ul style="list-style-type: none"> -Free drawing and response to stimulus. -Colouring in templates. - Colour pencils, felt tips, chalks, 	<ul style="list-style-type: none"> -Experimental responses to stimulus. - Children are given a variety of options to respond to ideas and explore themes using child led learning. 	