



St Andrew's C of E Primary School

## Curriculum Map for Art



Exploring and Developing Ideas

Investigating and Making Art, Craft and Design

Evaluating and Developing Work

Knowledge and Understanding

Drawing & Mark Making

Colour & Painting

Sculpture, Form & Collage

Pattern, Printing & Textiles

Opps for Tech & Reflection

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Children safely use and <b>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p>Children <b>use what they have learnt about media and materials in original ways</b>, thinking about uses and purposes. They <b>represent their own ideas, thoughts and feelings through</b> design and technology, <b>art</b>, music, dance, role play and stories</p>					
EYFS - Nursery	<p><b>Why do you love me so much?</b></p> <ul style="list-style-type: none"> <li>-Can the children use the materials to make marks and add features.</li> <li>- Can they use the mark making materials with control</li> </ul> <p>Why do leaves go crisp?</p>	<p><b>Where does the snow go?</b></p> <ul style="list-style-type: none"> <li>-Can the children use the materials to make patterns and arrangements?</li> <li>-Can they explain their intentions?</li> </ul>	<p><b>Do dragons exist?</b></p> <ul style="list-style-type: none"> <li>-Do the children draw or make marks to represent their ideas?</li> <li>-Do the children choose particular colours for a purpose?</li> </ul>	<p><b>Are eggs alive?</b></p> <ul style="list-style-type: none"> <li>-Can the children use marks and lines to represent what they see?</li> <li>-Can they mix paint to represent the colours they see?</li> </ul>	<p><b>Why can't I have chocolate for breakfast?</b></p> <ul style="list-style-type: none"> <li>-Can the children use the equipment to make marks?</li> <li>-Can they explain what happens as the colours mix on the page?</li> </ul>	<p><b>How high can I jump?</b></p> <ul style="list-style-type: none"> <li>-Do the children show an interest in drawing the equipment?</li> <li>-Do they use line and shape to represent what they see?</li> </ul>
	<p><b>Typical Behaviours</b></p> <ul style="list-style-type: none"> <li>- Do they experiment with blocks, colours and marks?</li> <li>- Do they understand that different media can be combined to create new effects?</li> <li>- Do they manipulate materials to achieve a planned effect?</li> <li>- Do the children show interest in and describe the texture of things?</li> <li>- Do the children experiment to create different textures?</li> <li>- Can the children capture their responses using a range of media including paint and other materials?</li> <li>- Do the children create simple representations of events, people and objects?</li> <li>- Do the children use different tools and techniques competently and appropriately?</li> <li>- Do the children use representations to communicate?</li> </ul>					

EYFS - Reception	Children safely use and <b>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b> Children <b>use what they have learnt about media and materials in original ways</b> , thinking about uses and purposes. They <b>represent their own ideas, thoughts and feelings through</b> design and technology, <b>art</b> , music, dance, role play and stories					
	Do you want to be friends?  Why do squirrels hide their nuts?	Will you read me a story?	What happens when I fall asleep?	<b>Who lives in a rock pool?</b> -Do the children show an interest in the birds? -Do the children begin to represent what they see using the materials available? -Do the children attempt to show texture in their drawings? -Do the children show an interest in how the art was made? -Do the children respond to the images using the materials provided? -Do the children enjoy experimenting with form?	Why do ladybirds have spots?	Are we there yet?
				Memorable Experience- Beach Day		
	<b>Typical Behaviours</b> - Do they explore colours and how they can be changed? - Do they explore what happens when they mix colours? - Do they experiment with colours/textures? - Do they find out and make decisions about how media and materials can be combined and changed through their explorations? - Do they realise tools can be used for a purpose? - Do the children use different tools and techniques competently and appropriately? - Do they develop their own ideas through selecting and using materials and working on processes that interest them? - Do they understand that different media can be combined to create new effects? - Do they manipulate materials to achieve a planned effect? - Do they use a variety of materials and techniques? - Do the children show interest in and describe the texture of things? - Do they experiment with form? - Do the children capture their experiences and responses using a range of media? - Do the children create simple representations of events, people and objects? - Do the children use what they have learnt about different media and materials in original ways thinking about uses and purposes? - Do they talk about features of own and others' work recognising the differences between them and the strengths of others? - Do the children create simple representations of events people and objects? - Do the children experiment to create different textures? - Do the children select appropriate resources and adapt work where necessary? - Do the children experiment with design? - Do the children represent their own thoughts, feelings and ideas through art? - Do the children talk about ideas and processes that have led them to make designs and images					

<u>Exploring and Developing Ideas</u> <b>A</b> - I can make a simple design or plan of my idea.  <b>B</b> - I can explore a range of work by other people and this helps me with my work .		<u>Investigating and Making Art, Craft and Design</u> <b>C</b> - I can use a range of materials, suitable tools and methods with help.  <b>D</b> - I can draw, make models, paint and make pictures and patterns which communicate my ideas.  <b>E</b> I can link my work and ideas to an artist's artwork.		<u>Evaluating and Developing Work</u> <b>F</b> - I can tell you what I like and don't like about my work.  <b>G</b> - I can describe my work and that of others, telling you what I like and don't like.  <b>H</b> I can suggest ways I can improve my work.		<u>Knowledge and Understanding</u> <b>I</b> - I know about visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.  <b>J</b> - I know about the work of a range of artists, craft makers and designers.  <b>K</b> I recognise some differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			
Drawing & Mark Making		Colour & Painting		Sculpture, Form & Collage		Pattern, Printing & Textiles		Opps for Tech & Reflection	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pupils should be taught: <ul style="list-style-type: none"> <li>♣ To use a range of materials creatively to design and make products</li> <li>♣ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					
KS1 - Year 1	<p><b><u>Superheroes</u></b> <u>Drawing &amp; Mark Making</u></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (IMC&amp;D - D)</p>	<p><b><u>Dinosaur planet</u></b> <u>Sculpture, Form &amp; Collage</u></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (K&amp;U - I)</p> <p>Use a range of materials creatively to design and make products. (IMC&amp;D - C)</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (K&amp;U - I) (IMC&amp;D - D)</p>	<p><b><u>Paws, Claws and Whiskers</u></b> <u>Drawing &amp; Mark Making</u> <u>Colour &amp; Painting</u> <u>Pattern, Printing &amp; Textiles</u> <u>Sculpture, Form &amp; Collage</u></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (IMC&amp;D - C D) (E&amp;D - B)</p> <p>Learn about the work of a range of artists, craft makers &amp; designers, describing the differences &amp; similarities between different practices &amp; disciplines &amp; making links to their own work (E&amp;D - B)</p>	<p><b><u>Enchanted Woodland</u></b> <u>(Forest Schools?)</u> <u>Sculpture, Form &amp; Collage</u> <u>Drawing &amp; Mark Making</u> <u>Colour &amp; Painting</u> <u>Pattern, Printing &amp; Textiles</u> <u>Opps for Tech &amp; Reflection</u></p> <p>Use a range of materials creatively to design and make products. (K&amp;U - I) (IMC&amp;D - D)</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (IMC&amp;D - C D)</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (E&amp;D - F G)</p>	<p><b><u>Beachcomber</u></b> <u>Sculpture, Form &amp; Collage</u> <u>Pattern, Printing &amp; Textiles</u> <u>Colour &amp; Painting</u></p> <p>Use a range of materials creatively to design and make products. (E&amp;D - A) (IMC&amp;D - C D)</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. (K&amp;U - I)</p> <p>Learn about the work of a range of artists, craft makers &amp; designers, describing the differences &amp; similarities between different practices &amp; disciplines &amp; making links to</p>	<p><b><u>Memory Box</u></b> <u>Drawing &amp; Mark Making</u> <u>Colour &amp; Painting</u> <u>Sculpture, Form &amp; Collage</u> <u>Opps for Tech &amp; Reflection</u></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (IMC&amp;D - C D)</p> <p>Use a range of materials creatively to design and make products. (IMC&amp;D - C D) (K&amp;U - I)</p> <p>Learn about the work of a range of artists, craft makers &amp; designers, describing the</p>

			<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (IMC&amp;D - D) (K&amp;U - I)</p> <p>Use a range of materials creatively to design and make products. (IMC&amp;D - C, D)</p>	<p>Andy Goldsworthy (K&amp;U - J)</p>	<p>their own work. (E&amp;D - B) (IMC&amp;D - D E) Seascapes (K&amp;U - J)</p>	<p>differences &amp; similarities between different practices &amp; disciplines &amp; making links to their own work (IMC&amp;D - C D E)</p> <p>Family Portraits (K&amp;U - J)</p>
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<u>Exploring and Developing Ideas</u>		<u>Investigating and Making Art, Craft and Design</u>		<u>Evaluating and Developing Work</u>		<u>Knowledge and Understanding</u>			
<u>A</u> - I can make a simple design or plan of my idea.		<u>C</u> - I can use a range of materials, suitable tools and methods with help.		<u>E</u> - I can tell you what I like and don't like about my work.		<u>I</u> - I know about visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.			
<u>B</u> - I can explore a range of work by other people and this helps me with my work .		<u>D</u> - I can draw, make models, paint and make pictures and patterns which communicate my ideas.		<u>G</u> - I can describe my work and that of others, telling you what I like and don't like.		<u>J</u> - I know about the work of a range of artists, craft makers and designers.			
		<u>E</u> I can link my work and ideas to an artist's artwork.		<u>H</u> I can suggest ways I can improve my work.		<u>K</u> I recognise some differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			
Drawing & Mark Making		Colour & Painting		Sculpture, Form & Collage		Pattern, Printing & Textiles		Opps for Tech & Reflection	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pupils should be taught: ♣ To use a range of materials creatively <b>to design and make products</b> ♣ To <b>use drawing, painting and sculpture</b> to <b>develop and share their ideas</b> , experiences and imagination ♣ <b>To develop a wide range of art and design techniques</b> in using <b>colour, pattern, texture, line, shape, form and space</b> ♣ <b>About the work of a range of artists, craft makers and designers</b> , describing the differences and similarities between different practices and disciplines, and <b>making links to their own work.</b>					
KS1 - Year 2	<p><b><u>Muck, Mess &amp; Mixtures</u></b></p> <p><u>Pattern, Printing &amp; Textiles</u> <u>Sculpture, Form &amp; Collage</u> <u>Colour &amp; Painting</u> <u>Opps for Tech &amp; Reflection</u></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>(IMC&amp;D - D)</b> <b>(K&amp;U - I)</b></p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b><u>Bright Lights, Big City</u></b></p>	<p><b><u>Towers, Tunnels &amp; Turrets</u></b> <b>(Forest Schools?)</b> <u>Sculpture, Form &amp; Collage</u></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>(IMC&amp;D - C D)</b></p>	<p><b><u>Wriggle and Crawl</u></b> <u>Drawing &amp; Mark Making</u> <u>Sculpture, Form &amp; Collage</u></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>(IMC&amp;D - D)</b></p> <p>Use a range of materials creatively to design and make products. <b>(IMC&amp;D - C D)</b></p>	<p><b><u>Land Ahoy</u></b> <u>Drawing &amp; Mark Making</u> <u>Pattern, Printing &amp; Textiles</u></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>(K&amp;U - I) (IMC&amp;D - C D)</b></p> <p>Use a range of materials creatively to design and make products. <b>(E&amp;D - A) (IMC&amp;D - C D)</b></p>	

	<p>(IMC&amp;D - C D E) (E&amp;D - B) Use a range of materials creatively to design and make products.</p> <p>(IMC&amp;D - C) (K&amp;U - I) Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>(IMC&amp;D - C D) (K&amp;U - I) <i>Carl Warner (K&amp;U - J)</i> <i>Wassily Kandinsky (K&amp;U - J)</i></p> <p><i>Memorable Experience - Messy Week</i></p>				
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<u>Exploring and Developing Ideas</u> <u>A</u> - I can make a plan showing my ideas. <u>B</u> - I can explore ideas and collect visual information to help me develop my work.		<u>Investigating and Making Art, Craft and Design</u> <u>C</u> - I can investigate a range of materials and know the properties of these materials that help me when I make things.  <u>D</u> - I can develop techniques and control of various materials  <u>E</u> - I can make comparable links between my work and an artist's artwork.		<u>Evaluating and Developing Work</u> <u>F</u> - I can look back at my design and evaluate my work, explaining what I like/ dislike about my work.  <u>G</u> - I can comment on similarities and differences between my own and others work.  <u>H</u> - I can review and revisit previous ideas, then adapt and improve my work.		<u>Knowledge and Understanding</u> <u>I</u> - I can understand some visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes.  <u>J</u> - I know about great artists, architects and designers in history.  <u>K</u> - I know differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			
Drawing & Mark Making		Colour & Painting		Sculpture, Form & Collage		Pattern, Printing & Textiles		Opps for Tech & Reflection	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Pupils should be taught to <b>develop their techniques</b>, including their <b>control and their use of materials</b>, with <b>creativity</b>, <b>experimentation</b> and an <b>increasing awareness of different kinds of art, craft and design</b>.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ <b>to create sketch books to record their observations and use them to review and revisit ideas</b></li> <li>♣ <b>to improve their mastery of art and design techniques</b>, including <b>drawing, painting and sculpture with a range of materials</b> [eg, pencil, charcoal, paint, clay]</li> <li>♣ <b>about great artists, architects and designers in history</b></li> </ul>					
KS2 - Year 3	<p><b><u>Tribal Tales</u></b></p> <p><u>Drawing &amp; Mark Making</u> <u>Sculpture, Form &amp; Collage</u></p> <p>Find out about great artists, architects and designers in history. <b>(K&amp;U - J K) (E&amp;D - A B)</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <b>(E&amp;D - B)</b> <b>(IMC&amp;D - C D E)</b> <b>(K&amp;U - I)</b></p> <p><i>The Beaker Folk</i> <b>(K&amp;U - K)</b></p>	<p><b><u>Tremors</u></b></p> <p><u>Sculpture, Form &amp; Collage</u> <u>Drawing &amp; Mark Making</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <b>(IMC&amp;D - C D)</b> <b>(K&amp;U - I) (E&amp;D - B)</b></p>	<p><b><u>Mighty Metals</u></b></p> <p><u>Pattern, Printing &amp; Textiles</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <b>(IMC&amp;D - C D)</b></p>	<p><b><u>Predator</u></b></p> <p><u>Sculpture, Form &amp; Collage</u> <u>Drawing &amp; Mark Making</u></p> <p>Improve their mastery of art and design techniques, include sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) <b>(IMC&amp;D - C D)</b> <b>(K&amp;U - I)</b></p>	<p><b><u>I am a Warrior</u></b></p> <p><u>Drawing &amp; Mark Making</u> <u>Pattern, Printing &amp; Textiles</u> <u>Sculpture, Form &amp; Collage</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <b>(IMC&amp;D - C D) (E&amp;D - B)</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas. <b>(IMC&amp;D - D)</b></p> <p>Find out about great artists, architects and designers in history. <b>(K&amp;U - J K) (IMC&amp;D - C D) (E&amp;D - A B)</b></p> <p><i>Alberto Giacometti</i> <b>(K&amp;U - J K)</b> <b>AD 1, 2</b></p>	



<u>Exploring and Developing Ideas</u> <u>A</u> - I can make a plan showing my ideas. <u>B</u> - I can explore ideas and collect visual information to help me develop my work.		<u>Investigating and Making Art, Craft and Design</u> <u>C</u> - I can investigate a range of materials and know the properties of these materials that help me when I make things. <u>D</u> - I can develop techniques and control of various materials <u>E</u> - I can make comparable links between my work and an artist's artwork.		<u>Evaluating and Developing Work</u> <u>F</u> - I can look back at my design and evaluate my work, explaining what I like/ dislike about my work. <u>G</u> - I can comment on similarities and differences between my own and others work. <u>H</u> - I can review and revisit previous ideas, then adapt and improve my work.		<u>Knowledge and Understanding</u> <u>I</u> - I can understand some visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. <u>J</u> - I know about great artists, architects and designers in history. <u>K</u> - I know differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			
Drawing & Mark Making		Colour & Painting		Sculpture, Form & Collage		Pattern, Printing & Textiles		Opps for Tech & Reflection	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Pupils should be taught to <b>develop their techniques</b>, including their <b>control and their use of materials</b>, with <b>creativity, experimentation</b> and an <b>increasing awareness of different kinds of art, craft and design</b>.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ <b>to create sketch books to record their observations and use them to review and revisit ideas</b></li> <li>♣ <b>to improve their mastery of art and design techniques</b>, including <b>drawing, painting and sculpture with a range of materials [eg, pencil, charcoal, paint, clay]</b></li> <li>♣ <b>about great artists, architects and designers in history</b></li> </ul>	<p><b>Gods &amp; Mortals</b>  <u>Sculpture, Form &amp; Collage</u>  <u>Drawing &amp; Mark Making</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(E&amp;D - A B)</b>  <b>(IMC&amp;D - C D)</b></p> <p>Find out about great artists, architects and designers in history.  <b>(E&amp;D - A B)</b>  <b>(IMC&amp;D - D)</b></p>	<p><b>Potions</b>  <u>Sculpture, Form &amp; Collage</u>  <u>Colour &amp; Painting</u></p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint and clay).  <b>(IMC&amp;D - C D) (K&amp;U - I)</b></p> <p>Find out about great artists, architects and designers in history.  <b>(K&amp;U - J K)</b></p> <p><i>The Love Potion - Evelyn de Morgan</i>  <i>The Lovers - Rene Magritte</i>  <i>The Kiss - Edvard Munch</i></p>	<p><b>Traders &amp; Raiders</b>  <u>Drawing &amp; Mark Making</u>  <u>Pattern, Printing &amp; Textiles</u>  <u>Sculpture, Form &amp; Collage</u></p> <p>Improve mastery of art and design techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay).  <b>(E&amp;D - A B)</b>  <b>(IMC&amp;D - C D E)</b>  <b>(K&amp;U - I)</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas.  <b>(E&amp;D - A B)</b>  <b>(IMC&amp;D - C D)</b></p>	<p><b>Burps, Bottoms &amp; Bile</b></p> <p><b>Blue Abyss</b>  <u>Drawing &amp; Mark Making</u>  <u>Sculpture, Form &amp; Collage</u>  <u>Colour &amp; Painting</u></p> <p>Create sketch books to record their observations and use them to review and revisit ideas.  <b>(IMC&amp;D - D)</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(IMC&amp;D - C D) (K&amp;U - I)</b>  <b>(E&amp;D - A B)</b></p> <p>Find out about great artists, architects and</p>	<p><b>Misty Mountain Sierra</b>  <u>Pattern, Printing &amp; Textiles</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(IMC&amp;D - C D) (K&amp;U - I)</b></p> <p><i>Adi Weaving</i></p>



		<i>Tristan &amp; Isolde with the Potion - John William Waterhouse (K&amp;U - J K)</i>			<i>designers in history. (E&amp;D - B) (IMC&amp;D - C D E) (E&amp;D - G) (K&amp;U - I J K)</i>  <i>Another Place - Anthony Gormley Couple - Sean Henry (K&amp;U - J K)</i>  <i>Seascapes (NB Y1 also look at these)</i>	
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<u>Exploring and Developing Ideas</u> <u>A</u> - I can make a detailed plan showing my ideas. <u>B</u> - I can explore ideas and use appropriate resources and materials imaginatively to develop, design and produce work.		<u>Investigating and Making Art, Craft and Design</u> <u>C</u> - I can manipulate materials to make images and artefacts.  <u>D</u> - I can develop a variety of techniques and control of various materials.  <u>E</u> - I can make detailed comparable links between my work and an artist's artwork.		<u>Evaluating and Developing Work</u> <u>F</u> - I can analyse ideas, methods and approaches in my own and others' work, explaining what I like/ dislike.  <u>G</u> - I can make a detailed explanation on the similarities and differences between my own and others work.  <u>H</u> - I can provide a well-structured evaluation of the purpose and meaning of my own work and other's work. Then, use my critical understanding to adapt and refine my work to reflect my own view of its purpose and meaning.		<u>Knowledge and Understanding</u> <u>I</u> - I can understand a variety of visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space and how these elements can be combined and organised for different purpose.  <u>J</u> - I know about a range of great artists, architects and designers in history.  <u>K</u> - I can explain many differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			
Drawing & Mark Making		Colour & Painting		Sculpture, Form & Collage		Pattern, Printing & Textiles		Opps for Tech & Reflection	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	<p>Pupils should be taught to <b>develop their techniques</b>, including their <b>control and their use of materials</b>, with <b>creativity</b>, <b>experimentation</b> and an <b>increasing awareness of different kinds of art, craft and design</b>.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ <b>to create sketch books to record their observations and use them to review and revisit ideas</b></li> <li>♣ <b>to improve their mastery of art and design techniques</b>, including <b>drawing, painting and sculpture with a range of materials</b> [eg. pencil, charcoal, paint, clay]</li> <li>♣ <b>about great artists, architects and designers in history</b></li> </ul>					
KS2 - Year 5	<p><b><u>Stargazers</u></b>  <u>Pattern, Printing &amp; Textiles</u>  <u>Drawing &amp; Mark Making or</u>  <u>Colour &amp; Painting or</u>  <u>Sculpture, Form &amp; Collage</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(E&amp;D - A B)</b>  <b>(IMC&amp;D - C D) (K&amp;U - I)</b></p>	<p><b><u>Revolution</u></b>  <u>Drawing &amp; Mark Making</u>  <u>Pattern, Printing &amp; Textiles</u>  <u>Colour &amp; Painting</u></p> <p>Find out about great artists, architects and designers in history.  <b>(IMC&amp;D - C D) (E&amp;D - G)</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(E&amp;D - B) (K&amp;U - I)</b>  <b>(IMC&amp;D - C D E)</b></p>	<p><b><u>Peasants, Princes and Pestilence.</u></b></p>	<p><b><u>Frozen Kingdom</u></b>  <u>Pattern, Printing &amp; Textiles</u>  <u>Colour &amp; Painting</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(E&amp;D - B) (K&amp;U - I)</b>  <b>(IMC&amp;D - C D E)</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas.  <b>E&amp;D - B) (K&amp;U - I)</b>  <b>(IMC&amp;D - C D )</b>  <b>Inuit artist</b></p>	<p><b><u>Scream Machine</u></b>  <u>Opps for Tech &amp; Reflection</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <b>(E&amp;D - A B)</b>  <b>(IMC&amp;D - C)</b></p>	

		<i>The First Council of Queen Victoria - David Wilkie William Morris patterns Pre-Raphaelite artists (K&amp;U - J K)</i>			
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<u>Exploring and Developing Ideas</u> <u>A</u> - I can make a detailed plan showing my ideas. <u>B</u> - I can explore ideas and use appropriate resources and materials imaginatively to develop, design and produce work.		<u>Investigating and Making Art, Craft and Design</u> <u>C</u> - I can manipulate materials to make images and artefacts. <u>D</u> - I can develop a variety of techniques and control of various materials. <u>E</u> - I can make detailed comparable links between my work and an artist's artwork.		<u>Evaluating and Developing Work</u> <u>F</u> - I can analyse ideas, methods and approaches in my own and others' work, explaining what I like/ dislike. <u>G</u> - I can make a detailed explanation on the similarities and differences between my own and others work. <u>H</u> - I can provide a well-structured evaluation of the purpose and meaning of my own work and other's work. Then, use my critical understanding to adapt and refine my work to reflect my own view of its purpose and meaning.		<u>Knowledge and Understanding</u> <u>I</u> - I can understand a variety of visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space and how these elements can be combined and organised for different purpose. <u>J</u> - I know about a range of great artists, architects and designers in history. <u>K</u> - I can explain many differences and similarities in the work of artists, craftspeople and designers in different times and cultures.			
Drawing & Mark Making		Colour & Painting		Sculpture, Form & Collage		Pattern, Printing & Textiles		Opps for Tech & Reflection	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	<p>Pupils should be taught to <b>develop their techniques</b>, including their <b>control and their use of materials</b>, with <b>creativity</b>, <b>experimentation</b> and an <b>increasing awareness of different kinds of art, craft and design</b>.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ <b>to create sketch books to record their observations and use them to review and revisit ideas</b></li> <li>♣ <b>to improve their mastery of art and design techniques</b>, including <b>drawing, painting and sculpture with a range of materials [eg, pencil, charcoal, paint, clay]</b></li> <li>♣ <b>about great artists, architects and designers in history</b></li> </ul>					
Year 6	<p><b><u>Hola Mexico</u></b>  <u>Sculpture, Form &amp; Collage</u>  <u>Drawing &amp; Mark Making</u></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  <b>(E&amp;D - B)</b>  <b>(IMC&amp;D - C D)</b></p> <p>Find out about great artists, architects and designers in history.</p>	<p><b><u>A Child's War</u></b></p>	<p><b><u>Off with their Head</u></b>  <u>Colour &amp; Painting</u>  <u>Drawing &amp; Mark Making</u>  <u>Sculpture, Form &amp; Collage</u></p> <p>Find out about great artists, architects and designers in history. <b>(K&amp;U - I J K) (E&amp;D - F G H) (IMC&amp;D - C D E)</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas. <b>(E&amp;D - A)</b>  <b>(IMC&amp;D - C D E)</b></p> <p><b>Hans Holbein (K&amp;U - J K)</b></p>		<p><b><u>Visual Literacy</u></b></p>	<p><b><u>Gallery Rebels</u></b></p>

	<div>(IMC&amp;D - C D E)</div> <div>(K&amp;U - I)</div> <div>Frida Kahlo</div> <div>(K&amp;U - J K)</div>				
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