



	Autumn		Spring		Summer	
Nursery	Craft	Painting	Drawing	Paint	Drawing and painting	Craft
	Ourselves- (craft) self -portraits	Night Sky - owls (different implements to make the feathers)	Food - vegetable/ fruit (including vegetable printing)	Growing Design own flower - own choice of medium	Storybook characters	Amazing Animals Decorating a Minibeast mask (mixed-media)
Statements	<p>Statements will revisited and developed throughout the year through continuous provision and adult led activities.</p> <p>Crafts</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>Drawing</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. <p>Painting</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. 					
Reception	Painting	Drawing	Craft	Painting: Still life	Craft	Drawing
	Ourselves - Self-portraits (colourful)	Imaginative planets - group work	Fruit faces	Growing Daffodil painting	Story Land- Weaving - magic carpet/boats/rockets WEAVING	Amazing Animals Drawing minibeasts - graphite/charcoal
	<ul style="list-style-type: none"> • Explore, use variety of artistic effects • Return to and build on their previous learning, • Safely use and explore a variety of materials, tools and techniques, • Share their creations 		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effect • Return to and build on their previous learning, refining ideas. 		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	



	<ul style="list-style-type: none"> • Make use of given props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, • Share their creations, explaining the process they have used. • Make use of modelled props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • 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 applying appropriate technical vocabulary • Make use of props and materials they have created (own design) when role playing characters in narratives and stories.
Artists	•	•	
Year 1	Expressive Portraits	Exploring Colour	Seaside Souvenirs
UNIT	Drawing	Painting	Crafts
Target tracker Statements	<ul style="list-style-type: none"> • Can hold and use drawing tools such as pencils, crayons and fine liners with some control and dexterity to investigate marks. • Use a viewfinder to select a view or shapes and visual clues in an image, and then record what is selected. • Begin to use a variety of drawing techniques such as scribbling dark and light lines and hatching. • 	<ul style="list-style-type: none"> • Name and carefully mix primary colours • Know that colours can be changed and talk about why that has happened. • Experimenting when mixing different consistencies of paint e.g. thick and thin paint, textures • Use and name a variety of tools and techniques ie. brush sizes and types) • Make a variety of marks using different brushes • Describe the marks made • 	<ul style="list-style-type: none"> • Begin to develop a technical and descriptive vocabulary to talk about properties of sculpture • Experiment with, and join natural materials. • Explore shape and form. • Work safely with materials and tools • Use clay • Make marks in print with a variety of objects, ie. natural or made objects e.g. leaf or fruit prints. • Carry out printing techniques e.g. mono print • Take rubbings from texture (rubbing over natural and made materials



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Artists	<ul style="list-style-type: none"> • Van Gogh, Picasso, Frida Kahlo 	<ul style="list-style-type: none"> • Kandinsky, Paul Klee, Piet Mondrian 	<ul style="list-style-type: none"> • Paul Klee • Ora Kiely
Year 2	<p>Houses and homes Imaginative Shapes</p>	<p>Seasons Pointillism</p>	<p>African art Papier Mache</p>
UNIT	Drawing	Painting	Crafts
Target tracker Statements	<ul style="list-style-type: none"> • Can draw carefully in line recording shapes and placing marks/features with care and some control. • Select a view or visual shapes in an image and record, making quick line and shape drawings, adding some light and dark tones using a variety of techniques such as hatching, scribbling dark and light lines. • Experiment layering different media e.g. pencil, crayon and felt tips. • 	<ul style="list-style-type: none"> • Mix and match colours to artefacts and objects • Name and mix primary colours, exploring some double primary colours to create different some shades and tones. • Describe and name the shades created. • Name and use a range of different brushes. • Understand the process of thinning and thickening paint, using appropriate vocabulary. • Develop the skill to make own choices about tools • Make careful observations of objects and use appropriate language to describe colours 	<ul style="list-style-type: none"> • Begin to develop a technical and descriptive vocabulary to talk about properties of sculpture • Experiment with, and join recycled, natural and manmade materials (clay, paper mache, Show an awareness of texture and form • Use materials such as papier Mache to create effect. • Work safely with materials and tools •
Artists	<p>Lowry Giorgio de Chirico Camille Pissarro Hundertwasser Paul Klee</p>	<p>Hockney Van Gogh Damian Hirst</p> <ul style="list-style-type: none"> • 	<p>Esther Mahlangu</p> <ul style="list-style-type: none"> •
Year 3	<p>Roman Mosaics/Printings</p>	<p>Stonehenge</p>	<p>Seasonal Landscapes Impressionism</p>



UNIT	Crafts	Drawing	Painting
Target tracker Statements	<ul style="list-style-type: none"> Show an awareness of texture and form Plan, design and make models from observation or imagination. Use and work safely with materials and tools 	<ul style="list-style-type: none"> Experiment with different grades of pencils. Use different media to achieve different variants of line, texture, tone, colour, shape and pattern. Begin to record observations using a range of tones. Can use and manipulate a range of drawing tools with increasing dexterity and control, applying teacher guidance. Develop more control mark-making Begin to select different materials, considering shape, tone and texture. Light and shade reflection 	<ul style="list-style-type: none"> Develop further control of brushes for a specific purpose. Make own choices over painting tools to achieve a desired effect including marks to convey textures and tones. Name and mix primary colours, exploring double /triple primary colours to create different shades. Understand about warm and cool colours. Understand that colours can affect moods Mix and apply colours to convey /communicate emotions in context
Artists	<p>Gaudi - architect mosaic style William Morris - Paul Klee - Tunisia work</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Leonardo Da Vinci Van Gogh Sando Botticelli 	<p>Monet - water Lilies, poppies, etc Georgia O'Keeffe Hockney</p> <ul style="list-style-type: none"> Fauves
Year 4	Ancient Egypt Narrative Art	Rainforests Animal Portraits	Collage Art Expressionism
UNIT	Drawing	Painting	Crafts
Target tracker Statements	<ul style="list-style-type: none"> Explore relationships between line and tone, pattern and shape, line and texture. Make quick studies from observation, making Informed choices when drawing, making marks with control and some fluency. Develop control over a variety of drawing tools and materials, using them selectively and purposefully 	<ul style="list-style-type: none"> Develop more understanding of paint and painting techniques, with the opportunity to experiment through trial and error e.g. splashing, dots, stippling to develop textures Can mix and use primary and secondary colours with the addition of black, white and other hues. Can create a painting from designs and research, in order to communicate an idea. 	<ul style="list-style-type: none"> Improve and refine skills of overlapping and overlaying. Interpret stories or other images/ stimuli and represent these using mixed media elements. Make a representational textured image from textures that have been selected e.g. mosaic Use collage as a means of collecting ideas and information



			<ul style="list-style-type: none"> • Cut multiple shapes with scissors and arrange/stick these onto a surface for a purpose • Experiment with creating mood/ feeling in piece of work. • Add collage to a painted, printed or drawn background
Artists	<ul style="list-style-type: none"> • 	Andy Warhol Henry Rousseau <ul style="list-style-type: none"> • 	Evita Tazeno Henry Matise David Hockney Nijdeka Crosby Turner Van Gogh <ul style="list-style-type: none"> •
Year 5	Still Life	Ancient Greece Clay	Graffiti Art
UNIT	Drawing	Crafts	Painting
Target tracker Statements	<ul style="list-style-type: none"> • Select, use and manipulate a range of drawing tools, using them with control and dexterity. • Draw accurately from observation conveying tonal qualities well, showing good understanding of light and dark tones on form. • Use controlled marks to convey textures. • 	<ul style="list-style-type: none"> • Can use clay to create a functional form e.g. a pot, smoothing and joining with care. • Create surface patterns and textures in a malleable material • Use and work safely with materials and tools • 	<ul style="list-style-type: none"> • Further develop skills in colour mixing, applying paint, selecting tools/materials to make different marks e.g. washes, brush strokes, wet and dry painting techniques. • Investigate mark making using thick brushes, sponges, rollers for different effects • Investigate experiment and mix colour to convey mood or emotion e.g. calm • Confidently mix and apply tertiary colours. • Can use studies recorded from observation or other artists to plan and realise paintings.



			<ul style="list-style-type: none"> represent objects, observed, mixing and applying colour and selecting appropriate brushes/ tools
Artists	Georgia O'keeffe - flowers Van Gogh - sunflowers Paul Cézanne Maya Kopitseva Clara Peeters <ul style="list-style-type: none"> 	Barbara Hepworth - Modern Henry Moore <ul style="list-style-type: none"> 	Keith Haring Bansky Jean Michel Basquiat <ul style="list-style-type: none">
Year 6	Illustrations	Political Art Portraits	Wire Sculptures
UNIT	Drawing	Painting	Crafts
Target tracker Statements	<ul style="list-style-type: none"> Record shapes with accuracy, showing consideration of proportion, shape and angle. Convey a range of tonal qualities, showing an appropriate technique when conveying form, shadow, and perspective. Control mark-making/shading, creating smooth transitions between tonal qualities. Choose and combine different drawing materials as appropriate to task and purpose. Express ideas with accuracy. 	<ul style="list-style-type: none"> Continue to experiment and develop confidence mixing and applying colours, hues, brushes and other materials to create effects e.g. spreading paint across a surface. Use studies from observations and, or other artists, to help plan a painting e.g. a place, a time or a season, landscape. Explore the effect of light, colour tone and texture on objects 	<ul style="list-style-type: none"> Experiment with constructing and joining materials to create a 3D form e.g. modroc Work safely with materials and tools Say what their work was influenced by. Talk about techniques used.
Artists	Quentin Blake Dr Seuss Manga (Cartoons) <ul style="list-style-type: none"> 	Lichtensteein Yinka Shonibare Banksy Sheparrd Fairwy Paul Nash	Alberto Giacometti Alexander Calder Anthony Gormley Diane Komater Andy Goldsworthy Chris Drury Richard Long