



	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)
<b>Statements</b>	<p>Statements will revisited and developed throughout the year through continuous provision and adult led activities.</p> <p><b>Crafts</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> </ul>					
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"> <li>• Explore, use variety of artistic effects</li> <li>• Return to and build on their previous learning,</li> <li>• Safely use and explore a variety of materials, tools and techniques,</li> <li>• Share their creations</li> </ul>		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effect</li> <li>• Return to and build on their previous learning, refining ideas.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	



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



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



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



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



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