

Hopton Art & Design Curriculum – Whole School Progression



Key art concepts: line, mark, pattern, space, shape, form, texture, colour, value - tone/tint/shade, composition, proportion, perspective.

Key Threads:

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| Locality | Significant People | Human Influence | The Wider World | Comparison | Investigation | British Values |
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| Year: F1 Cycle 1 2024-5 Expressive Arts & design Vocabulary | Continuous Supporting Skills (Development Matters 2021) | Continuous Supporting Skills cont. |
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| <p>Drawing: Draw, pencil, chalk, crayon. Painting: Paint, brush, colours red, yellow, blue. Printing: Print, pattern. Collage: Cut, tear, glue. 3D: Join, build. Textiles: Fabric, heavy, light, pattern.</p> | <p>Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models and talk together about these meanings. Encourage children to draw from their imagination and observation.</p> | <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, e.g. in details, colour, movement or line.</p> |
| F1 Topic Theme Cycle 1 | Exploring Media & Materials (Development Matters 2021) | Creating artwork |
| <p style="color: red; text-align: center;">F1 HT1 Cycle 1 Journeys</p> <p>Inspiration:</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which</p> | <p>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</p> |

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| <p>Outcome: Self-portraits and family portraits</p> <p>Media: drawing & painting.</p> | <p>materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear.</p> <p>Explore colour and colour mixing.</p> |
| <p>F1 HT2 Cycle 1 It's a Celebration! & Autumn</p> <p>Inspiration: Diwali; Bonfire Night</p> <p>Outcome: Diva lamps; firework pictures; clay hedgehogs</p> <p>Media: clay, drawing & painting.</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear.</p> <p>Explore colour and colour mixing.</p> |
| <p>F1 HT3 Cycle 1</p> <p>Inspiration: Winter/Polar Regions</p> <p>Outcome: Colour mixing; Cold colours collage</p> <p>Media: painting</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear.</p> <p>Explore colour and colour mixing.</p> |
| <p>F1 HT4 Cycle 1 Growing & Change & Spring</p> <p>Inspiration: Mother's Day; butterflies; birds</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> | <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud</p> |

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| <p>Outcome: Symmetrical butterfly patterns; Mother's Day cards; paper plate birds.</p> <p>Media: Drawing & paint.</p> | <p>Join different materials and explore different textures.</p> | <p>noises. Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear. Explore colour and colour mixing.</p> |
| <p>F1 HT5 Cycle 1 Jungle Animals</p> <p>Inspiration: Father's Day; Eid; Animals</p> <p>Outcome: Father's day cards; Eid cards; collage animals - giraffes.</p> <p>Media: Drawing, paint, paper, card, collage materials.</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>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, e.g. happiness, sadness, fear. Explore colour and colour mixing.</p> |
| <p>F1 HT6 Cycle 1 Summer & Seaside</p> <p>Inspiration: Shells</p> <p>Outcome: Drawings of shells; moveable collages.</p> <p>Media: Drawing, collage.</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>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, e.g. happiness, sadness, fear. Explore colour and colour mixing.</p> |

| Year: F1 Cycle 2 2025-26 Expressive Arts & design Vocabulary | Continuous Supporting Skills (Development Matters 2021) | Continuous Supporting Skills cont. |
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| Drawing: Draw, pencil, chalk, crayon. Painting: Paint, brush, colours red, yellow, blue. Printing: Print, pattern. Collage: Cut, tear, glue. 3D: Join, build. Textiles: Fabric, heavy, light, pattern. | Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models and talk together about these meanings. Encourage children to draw from their imagination and observation. | Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, e.g. in details, colour, movement or line. |
| F1 Topic Theme Cycle 2 | Exploring Media & Materials (Development Matters 2021) | Creating artwork |
| F1 HT1 Cycle 2 Journeys Inspiration: Outcome: Self-portraits and family portraits Media: drawing & painting. | Explore different materials freely, 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. | 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, e.g. happiness, sadness, fear. Explore colour and colour mixing. |
| F1 HT2 Cycle 2 It's a Celebration! Autumn Inspiration: Diwali; Bonfire Night | Explore different materials freely, 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. | 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 |

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| <p>Outcome: Diva lamps; firework pictures; clay hedgehogs</p> <p>Media: clay, drawing & painting.</p> | <p>Join different materials and explore different textures.</p> | <p>noises. Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear. Explore colour and colour mixing.</p> |
| <p>F1 HT3 Cycle 2 Winter & Feelings Inspiration: Winter</p> <p>Outcome: Happy pictures; snow pictures</p> <p>Media: painting</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>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, e.g. happiness, sadness, fear. Explore colour and colour mixing.</p> |
| <p>F1 HT4 Cycle 2 Mini Beasts & Spring Inspiration: Nature</p> <p>Outcome: Observational drawings of plants & bugs.</p> <p>Media: Drawing</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>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, e.g. happiness, sadness, fear. Explore colour and colour mixing.</p> |
| <p>F1 HT5 Cycle 2 Farm Animals Inspiration: Animals</p> <p>Outcome: Paper mache animals</p> <p>Media: paper mache</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>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, e.g. happiness, sadness, fear.</p> |

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| <p>F1 HT6 Cycle 2 Summer & 'I Am Me'</p> <p>Inspiration:</p> <p>Outcome: Continuous provision art</p> <p>Media: mixed</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> | <p>Explore colour and colour mixing.</p> <p>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.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear.</p> <p>Explore colour and colour mixing.</p> |
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| <p>Year: F2</p> <p>Vocabulary</p> | <p>Continuous Supporting Skills (Development Matters 2021)</p> | <p>Continuous Supporting Skills cont.</p> |
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| <p>Drawing: Draw, pencil, chalk, crayon, line, shape, details.</p> <p>Painting: Paint, brush, colour mix orange, purple, green, thick, thin.</p> <p>Printing: Print, repeating pattern.</p> <p>Collage: Cut, tear, glue, rough, smooth, shiny, dull.</p> <p>3D: Join, attach, build, construction.</p> <p>Textiles: Thread, fabric, fray, heavy, light, pattern.</p> | <p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> | <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world.</p> <p>Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p> |

| F2 Topic Theme | Exploring Media & Materials (incl. Development Matters 2021) | Creating artwork |
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| <p>F2 HT1 All About Me Inspiration: 'The Day the Crayons Quit' & 'Colour Monster'</p> <p>Outcome: Self portraits; 3D monster</p> <p>Media: Malleable materials, drawing & painting.</p> | <p>Mix secondary colours orange, purple & green using paint.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Draw a self portrait Paint a self portrait Make a colour monster from malleable materials.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used.</p> |
| <p>F2 HT2 It's a Celebration! Inspiration: Diwali; Autumn; Little Red Riding Hood</p> <p>Outcome: Rangoli patterns; Autumn clay tiles; Wolf collage</p> <p>Media: Malleable materials, drawing & painting.</p> | <p>Mix hot and cold colours</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Rangoli patterns Autumn clay tiles Make a collage of the wolf from Little Red Riding Hood.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used.</p> |
| <p>F2 HT3 Water Inspiration: Renoir 'The Umbrellas'</p> | <p>Learn about Pierre-Auguste Renoir, French painter.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Draw and paint simple representations of boats. Produce paintings representing waves. Paint pictures similar to Renoir's The Umbrellas.</p> <p>Safely use and explore a variety of materials, tools and</p> |

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| <p>Outcome: Boat pictures; waves paintings.</p> <p>Media: Drawing, painting, malleable materials</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>techniques, experimenting with colour, design, texture, form and function. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used</p> |
| <p>F2 HT4 Growing & Change</p> <p>Inspiration: Mother's Day; nature, Andy Goldsworthy</p> <p>Outcome: Portrait of mother, Play Doh flowers</p> <p>Media: Paint, recycled materials, malleable materials.</p> | <p>Study photos of female faces. Explore the work of Andy Goldsworthy. Make models using recycled materials.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Refine drawing a human face when drawing and painting Mother's Day portraits, adding features and details. Make flowers using Play Doh</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used</p> |
| <p>F2 HT5 Space</p> <p>Inspiration: Space, van Gogh's Starry Night; alien story</p> <p>Outcome: Starry Night paintings, Alien characters for story</p> <p>Media: Drawing, paint, paper, card</p> | <p>Learn about Vincent van Gogh, Dutch painter.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Paint pictures of van Gogh's Starry Night. Create story telling props with an alien theme.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used</p> |

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| <p>F2 HT6 Castles</p> <p>Inspiration: Castles</p> <p>Outcome:</p> <p>Media:</p> | <p>Explore pattern, texture and colour</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Share their creations, explaining the process they have used</p> |
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| Year 1&2 Cycle 1 2024-25 | Research & Learn | Explore Media & Develop Ideas | Create artwork | Evaluate and Refine |
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| Year 1&2 Key Skills throughout units: | Learn about the work of a range of artists, craft makers and designers, describing the differences | Record and explore ideas from first hand observations. Experiment with a variety of media, e.g. pencils, wax | Use a range of materials creatively to design and make products, developing a wide range of techniques | Review what they and others have done and say what they think and feel about it. |

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| | <p>and similarities between their art, and making links to their own work.</p> | <p>crayons, pastels, felt tips, charcoal, erasers & ballpoint pens.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Use drawing, painting & sculpture to develop and share their ideas, experiences and imagination.</p> | <p>in using colour, pattern, texture, line, shape, form and space.</p> <p>Develop ideas – try things out, change their minds.</p> | <p>Identify what they might change in their current work or develop in future work.</p> |
| <p>Y1/2 HT1</p> <p>Drawings & Rubbings</p> <p>Inspiration: Science topic - Living Things</p> <p>Outcome: Natural and man-made drawings & rubbings</p> <p>Media: drawing materials incl. crayons</p> <p>Vocab: describe, colours, shades, wax crayons, texture, rubbing, shape, pattern, details</p> | <p>Collect a variety of natural and man-made objects, e.g. leaves, seeds, shells and household items.</p> <p>Learn about the work of artists, describing the differences and similarities between their art, and making links to their own work.</p> <p>Look at pencil & crayon rubbings online e.g. https://www.woodlandtrust.org.uk/blog/2020/10/autumn-leaf-crafts-for-kids/ (Weblink split up to fit in this box - Copy & paste with no spaces)</p> <p>https://www.youtube.com/watch?v=tQJD7inost4</p> | <p>Investigate textures and patterns by describing, copying and making rubbings.</p> <p>Draw on different surfaces with a range of media.</p> | <p>Drawings & rubbings of natural and man-made objects.</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |

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| | <p>Max Ernst</p> <p>https://www.youtube.com/watch?v=YZvQFYmBIIA Frottage/Texture tutorial</p> | | | |
| <p>Y1/2 HT2 Christmas cards & calendars</p> <p>Inspiration: Christmas</p> <p>Outcome: card & calendar for parents</p> <p>Media: mixed media</p> | <p>Identify and name primary & secondary colours.</p> | <p>Use a variety of tools and techniques, including different brush sizes on different sizes and shapes of paper.</p> | <p>Mix different primary tones by adding white to create tints and black to create shades.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through paint.</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |
| <p>Y1/2 HT3 Drawing & String Prints - fruit</p> <p>Inspiration: Paul Cezanne, Giuseppe Arcimboldo, Frida Kahlo, Alonsa Guevara, Andy Warhol.</p> <p>Outcome: drawings & string prints</p> <p>Media: drawing media and printing ink/paint & string</p> <p>Vocab: observe,</p> | <p>https://www.bbc.co.uk/programmes/p01d6gw2</p> <p>Look at the fruit-based work of artists such as Paul Cezanne, William Henry Hunt, Giuseppe Arcimboldo, Frida Kahlo, Lynn Flavell, Alonsa Guevara.</p> <p>Investigate the prints of artist Andy Warhol.</p> <p>Take photos of halved fruit using ipads.</p> | <p>Experiment with a variety of media, e.g. pencils, wax crayons, pastels, felt tips, charcoal, erasers & ballpoint pens when drawing fruit from observation.</p> <p>Draw a piece of fruit in between other pieces of fruit and discuss shadows.</p> <p>Investigate tone by adding light & dark patterning to fruit.</p> <p>Practise using string glued to card to create lines and shapes.</p> | <p>Produce drawings of fruit with some shadow and detail.</p> <p>Produce string prints of open fruit, using over-printing techniques of more than one colour.</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |

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| <p>shape, line, colour, blend, tone, pattern, texture, string print, roll, ink, colour, relief, print, pattern</p> | | <p>Practise rolling ink over the string and printing from it.</p> | | |
| <p>Y1/2 HT5 Mexican people & animals</p> <p>Inspiration: Mexicans topic</p> <p>Outcome: Drawings & paintings of people & animals</p> <p>Media: Drawing & painting</p> <p>Vocab: shape, proportion, detail, colour, texture</p> | <p>Look at Mexican people & animals as well as the work of Mexican artists, e.g. Frida Kahlo.</p> | <p>Take photos of classmates using ipads.</p> <p>Observe and draw people and animals in a standing position, noticing proportions. (key skill)</p> <p>Observe and draw the human face with some detail, e.g. eyes & hair. (key skill)</p> | <p>Drawings & paintings of Mexican people & animals on different colours, sizes & textures of paper.</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |

| Year 1&2 Cycle 2 2025-26 | Research & Learn | Explore Media & Develop Ideas | Create Artwork | Evaluate and Refine |
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| <p>Y1&2 Key Skills throughout units:</p> | <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between their art, and making links to their own work.</p> | <p>Record and explore ideas from first hand observations.</p> <p>Experiment with a variety of media, e.g. pencils, wax crayons, pastels, felt tips, charcoal, erasers & ballpoint pens.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Use drawing, painting & sculpture to develop and share their ideas, experiences and imagination.</p> | <p>Use a range of materials creatively to design and make products, developing a wide range of techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Develop ideas – try things out, change their minds.</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |
| <p>Y1/2 HT1 Salt dough face tiles</p> <p>Inspiration: Story characters</p> <p>Outcome: face tile</p> <p>Media: pencil & salt dough</p> <p>Vocab: observe, shape, line, colour, blend, tone, pattern, texture, spacers, build,</p> | <p>Look at realistic faces by a range of artists from different cultures, including pupils' own culture.</p> | <p>Observe and draw the human face with some detail, e.g. eyes & hair.</p> <p>Practise manipulating salt dough or modelling clay by rolling and kneading. Explore 'free sculpture'.</p> | <p>Produce a salt dough tile by building up & adding on (relief method).</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |

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| facial features, relief | | | | |
| <p>Y1/2 HT1 cont. Collage - faces</p> <p>Inspiration: famous abstract artists & pupils' imagination</p> <p>Outcome: abstract collage face</p> <p>Media: mixed collage materials</p> <p>Vocab: collect, sort, match, create, colour, shape, tear, arrange, fold, crumple, tear texture, attach, overlap</p> | <p>Famous artists who painted in an abstract manner, e.g. Picasso, van Gogh, Brianna McCarthy.</p> | <p>Develop and share ideas from experiences and imagination.</p> <p>Collect, sort, name and match colours and textures appropriate for their image.</p> | <p>Create an abstract face collage from photocopied material, fabric, crepe paper, textured paper, magazines.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p> | <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |
| <p>HT3 Textiles & Digital Media - Colours of Coll</p> <p>Inspiration: Artists working on the Scottish Isle of Coll (linked to Katie Morag in literacy).</p> <p>Outcome: coloured piece of weaving</p> <p>Media: digital drawing;</p> | <p>Learn about the work of different artists & craft makers working in the Scottish Hebrides, describing the differences and similarities in their art.</p> <p>What inspires the artists?</p> <p>Identify main natural colour schemes in the landscapes and seascapes of the Isle of Coll.</p> | <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use drawing & painting to develop and share their ideas for a woven 'fabric' depicting the colours of Coll.</p> | <p>Use a simple graphics program/app to create a 'woven' piece with different lines by changing the size of brushes. Use different colours & textures.</p> <p>Create large-weave 'fabrics' by weaving materials such as fabric strips, coloured/textured papers, thick wool, natural materials e.g. grass & twigs through string warps on thick card.</p> | <p>Apply decoration using beads/buttons/feathers.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> |

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| <p>textiles</p> <p>Vocab: textiles, threads, fabric, weave, weft, warp, pattern, textures, colour</p> | | | | |
| <p>Y1/2 HT5 Painting - colour mixing</p> <p>Inspiration: Colours in nature and artists using strong colour</p> <p>Outcome: mix secondary colours & tints & shades of primary colours.</p> <p>Media: paint</p> <p>Vocab: paint, properties, powder paint, ready mixed paint, mix, primary colours, secondary colours, tones, tints, shades</p> | <p>Name different types of paint and their properties, e.g. powder paint, ready mixed paint.</p> <p>Identify and name primary & secondary colours.</p> <p>Understand tones by adding white to create tints and black to create shades.</p> | <p>Use a variety of tools and techniques, including different brush sizes on different sizes and shapes of paper.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through paint.</p> | <p>Mix secondary colours using paint - orange, purple, green.</p> <p>Mix different primary tones by adding white to create tints and black to create shades.</p> <p>Mix and match colours to observed artefacts and objects.</p> | <p>Create textured paint by adding sand, sawdust etc.</p> |

| Year 3&4 Cycle 1 2024-25 | Research & Learn | Explore Media & Develop Ideas | Create artwork | Evaluate and Refine |
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| Y3&4 Key Skills throughout units: | Explore the roles and purposes of great artists, architects and designers in history. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Collect and record visual information from different sources in sketchbooks. Question and make thoughtful observations about starting points and select ideas to use in their work. Draw for a sustained amount of time with concentration. | Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks to show progression of own ideas. |
| Y3/4 HT1 Leaves Inspiration: Autumn Leaves Outcome: Prints from blocks with collage embellishments | Collect leaves from local environment. Look at <i>Study of a Spray of Dead Oak Leaves</i> by British artist John Ruskin, 1879 | Notice colour, shape & texture in natural objects and recreate with different drawing implements. Record and collect visual information using iPads. Use collage as a means of collecting ideas and information in sketch books. | Make drawings of leaves using Microsoft Paint 3-D. Create prints with a leaf design using an impressed method into Styrofoam. Design and create repetitive printed patterns. Print with 2-colour overlays. Use a range of collage | Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they |

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| <p>Media: drawing, press printing & collage materials</p> <p>Vocab: detail, texture, impress, repetitive patterns, 2-colour overlays</p> | | | <p>techniques such as tearing, overlapping and layering to create leaves, representing textures.</p> | <p>might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |
| <p>Y3/4 HT1 Human figures</p> <p>Inspiration: Photos of family members/ inspirational figures</p> <p>Outcome: Figure drawings</p> <p>Media: drawing, collage materials</p> <p>Vocab: proportion, detail, texture.</p> | <p>Collect images of family members/inspirational people in sketchbooks.</p> <p>Watch Paul Priestley tutorials:</p> <p>Draw People: Part 1 - Proportion</p> <p>Draw People: Part 2 - Running Figure</p> <p>Draw People: Part 3 - Draw Clothes - YouTube</p> | <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Record and collect visual information using iPads.</p> | <p>Draw a whole person in proportion - standing and running, adding more accurate details to drawings, e.g. hair & clothes (key skill).</p> <p>Use a range of collage techniques such as tearing, overlapping and layering to create people's hair & clothing, representing textures.</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |
| <p>Y3/4 HT3 Clarice Cliff Papier mache (pulp) bowls</p> <p>Inspiration: Clarice Cliff</p> <p>Outcome: 3-D bowl</p> <p>Media: papier mache</p> | <p>https://claricecliff.com/story</p> <p>Twinkl powerpoint Clarice Cliff</p> <p>Kapow Primary - Clarice Cliff plates (Y2)</p> | <p>Plan, design and make models from observation.</p> <p>Practise designing decorations in the style of Clarice Cliff, using sketch books.</p> <p>Practise mixing secondary colours from primary</p> | <p>Use papier mache pulp to create a simple 3D bowl by applying and forming into the correct shape.</p> <p>Apply painted decoration using thin brushes.</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views</p> |

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| <p>pulp & paint</p> <p>Vocab: 3D, form, sculpt, design, paint</p> | | <p>colours.</p> | | <p>and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |
| <p>Y3/4 HT5 3D - Anglo Saxon brooches</p> <p>Inspiration: Anglo Saxon jewellery</p> <p>Outcome: 3-D brooch</p> <p>Media: Mixed</p> <p>Vocab: cut, string, bend, curve, apply, sculpt, embellish</p> | <p>https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/ (Weblink split up to fit in this box - Copy & paste with no spaces)</p> <p>https://www.imaginghistory.co.uk/post/make-an-anglo-saxon-brooch (Weblink split up to fit in this box)</p> | <p>Design own pattern for brooch in sketch books.</p> <p>Decide on appropriate colours.</p> <p>Practise gluing string to plastic disc.</p> | <p>Follow website instructions & photos to create a similar brooch:</p> <p>https://www.imaginghistory.co.uk/post/make-an-anglo-saxon-brooch (Weblink split up to fit in this box)</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |

| Year 3&4 Cycle 2 2025-26 | Research & Learn | Explore Media & Develop Ideas | Create artwork | Evaluate and Refine |
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| Y3&4 Key Skills throughout units: | Explore the roles and purposes of great artists, architects and designers in history. | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Collect and record visual information from different sources in sketchbooks. Question and make thoughtful observations about starting points and select ideas to use in their work. Draw for a sustained amount of time with concentration. | Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbooks to show progression of own ideas. |
| <p style="text-align: center;">Y3/4 HT1</p> <p style="text-align: center;">Painting - colour mixing skills</p> <p>Inspiration: Famous art works depicting strong colours</p> <p>Outcome: Abstract painting using clear colours</p> <p>Media: paint</p> <p>Vocab: primary colours, secondary</p> | <p>https://www.tate.org.uk/art/teaching-resource/colour-and-shape</p> <p>https://artclasscurator.com/colour-in-art-examples/</p> <p>https://www.cocoweb.com/blog/the-top-10-most-colorful-paintings-in-history/</p> <p>https://www.artst.org/famous-colorful-paintings/</p> | Create secondary colours (green, orange & purple) by mixing two primary colours. Create tints by adding white, shades by adding black and tones by adding grey. Match tones to decorators' colour strips. | Produce own abstract paintings using primary & secondary colours with tints & shades. | Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them. |

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| colours, tints, tones, shades | | | | |
| <p>Y3/4 HT2 Clay - canopic jars</p> <p>Inspiration: History topic</p> <p>Outcome: Clay canopic style jar</p> <p>Media: clay & paint</p> <p>Vocab: plan, design, make, shape, form, coil method, cross-hatching, slip, varnish, decoration</p> | <p>Use knowledge from history topic to collect images of Canopic jars. <i>How were they made?</i> <i>What was their purpose?</i></p> | <p>In sketch books, plan and design from observation of real Egyptian canopic jars and own imagination (e.g. for lids).</p> | <p>Construct a simple clay base then extend upwards by adding clay coils.</p> <p>Join using a cross-hatching method with slip (clay & water mix).</p> <p>Create surface patterns and textures in the clay.</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |
| <p>Y3/4 HT4 Drawing & Painting - cave art (mini topic)</p> <p>Inspiration: Stone Age cave art</p> <p>Outcome: Cave art pictures</p> <p>Media: paint & charcoal</p> <p>Vocab: scrunch, sponge, paint wash, natural, texture, charcoal, detail</p> | <p>Stone Age topic (History)</p> <p>Cave art from Lascaux Cave, Magura Cave, Chauvet Cave & Cuevas de la Manos See AL's Twinkl powerpoint.</p> <p>https://www.dkfindout.com/uk/history/stone-age/cave-painting/ (Copy & paste weblink with no spaces)</p> | <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different effects and textures, e.g. using paint washes thickened with sand creating textural effects.</p> | <p>Use scrunched wet paper & paint to recreate natural textures.</p> <p>Work on a range of scales, e.g. a thin brush on a small picture.</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |

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| <p>Y3/4 HT5 Drawing and collage - Flowering Plants</p> <p>Inspiration: Flowering plants (science)</p> <p>Outcome: Flowering plant pictures</p> <p>Media: drawing & collage</p> <p>Vocab: coloured pencils, wax crayons, chalk pastels, oil pastels, line, detail, shape, texture, tear, overlap, layer</p> | <p>Flowering plants (science)</p> <p>Drawings & collage of flowering plants by artists (can include William Morris but Y5 study him in detail).</p> | <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencils, crayon, chalk pastels, oil pastels & pens.</p> <p>Record and collect visual information using iPads.</p> <p>Use collage as a means of collecting ideas and information in sketch books.</p> | <p>Add more accurate details to drawings, e.g. flower petals. Notice texture in natural objects and recreate with different drawing implements. Apply a simple patterns and textures in a drawing.</p> <p>Employ a range of collage techniques such as tearing, overlapping and layering to create flowering plants and represent textures.</p> <p>Work collaboratively with others on a piece of work.</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |
| <p>Y3/4 HT5 Textiles - Tie-dye flowers</p> <p>Inspiration: Flowers & Tie-dyed fabrics</p> <p>Outcome: tie & dye textile piece with embellishments</p> <p>Media: textiles & dyes</p> <p>Vocab: fabric, twist, fold, dye, resist, stitch, cords, plaits, embellishments</p> | <p>Look at a range of tie-dyed fabrics, including from other parts of the world e.g. Indonesia. Where are they from? What are they used for? How were they made?</p> <p>Learn about the tie-dye process.</p> | <p>Develop skills in stitching, cutting and joining.</p> <p>Practise tying fabric in different ways using different items, e.g. marbles/sticks & securing with rubber bands.</p> <p>Consider dye colour combinations.</p> | <p>Experiment with tie & dye techniques and use in own work. Use a variety of techniques, e.g. stitching, to create different textural effects on fabric.</p> | <p>Create cords and plaits for decoration.</p> |

| Year 5&6 Cycle 1 2024-25 | Research & Learn | Explore Media & Develop Ideas | Create artwork | Evaluate and Refine |
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| <p>Y5&6 Key Skills throughout units:</p> | <p>Research, interpret and explain the ideas and work of some significant artists, craftspeople, designers and architects.</p> <p>Take into account the influence of the historical, cultural and social contexts in which they work or worked.</p> <p>Identify artists who have worked in a similar way to own work.</p> | <p>Use technical vocabulary and techniques when working with different materials and processes.</p> <p>Independently develop ideas which show curiosity, imagination and originality. Investigate and try out ideas using sketchbooks and materials, e.g. "What could this material do?" "What can I produce with it?"</p> <p>Work from a variety of sources including life drawing and digital images.</p> | <p>Continue to develop techniques with creativity, experimentation and an awareness of different kinds of art, craft and design.</p> <p>Independently refine their skills in order to gain mastery of materials and techniques.</p> <p>Use processes independently in order to create successful and finished pieces of work, including in drawing, painting & sculpture.</p> | <p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions. Review and revisit ideas by annotating work in sketchbooks.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> |
| <p>Y5/6 HT1 Drawing - People in Motion</p> <p>Inspiration: Pictures of human figures incl athletes</p> <p>Outcome: Drawings</p> | <p>Show and discuss some of the work of artists capturing movement in figure drawings & paintings. How do they convey movement?</p> <p>Explore the work of Edweard Muybridge</p> | <p>Use a sketchbook to collect and develop ideas.</p> <p>Make drawings of figures in different positions, including standing, seated, running & jumping.</p> | <p>Use different grades of pencil and chalk & oil pastels to produce own pictures of sports people in motion, portraying movement and speed.</p> <p>Work in a sustained way to create a detailed drawing.</p> | <p>Make notes on their progress and how they think they may modify or improve ideas or processes/techniques</p> <p>Write an evaluation of their final art work and the process they went through to produce it,</p> |

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| <p>Media: Drawing pencils & pastels</p> <p>Vocab: pencil grades, marks, lines, shapes; positions, proportion</p> | | | | <p>reflecting on how well it meets their intentions</p> |
| <p>Y5/6 HT1 Black History Month</p> <p>Inspiration: Photos of famous faces of people of colour.</p> <p>Outcome: Drawings & Paintings</p> <p>Media: Pencil, pastels, paint</p> <p>Vocab: pencil grades, marks, lines, shapes; positions, proportion</p> | <p>Research a well-known inspirational person of colour, e.g. the music artist Stormzy.</p> | <p>Use a sketchbook to collect images of eyes/noses/mouths.</p> <p>Practise shading using the whole range of pencil grades, using techniques such as cross-hatching.</p> <p>Explore colour mixing and blending techniques with coloured pencils & pastels.</p> | <p>Draw a human face in detail.</p> <p>Work in a sustained way to create a detailed drawing.</p> <p>Produce increasingly accurate drawings of people in proportion and in different body positions, e.g. dancing and performing.</p> <p>Develop a painting from a drawing.</p> | <p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Review and revisit ideas by annotating work in sketchbooks.</p> |
| <p>Y5/6 HT2 Greek Vases</p> <p>Inspiration: Ancient Greek vases/pots</p> <p>Outcome: Vase/pot in ancient Greek style</p> <p>Media: Clay & paint</p> | <p>Investigate what we can learn about Ancient Greece from its pottery - cultural beliefs and practices – and why they are important historical artefacts.</p> <p>Learn about the processes used to produce the pottery.</p> <p>Independently research</p> | <p>Use a sketchbook to collect and develop ideas.</p> <p>Sketch and annotate own designs and plan process.</p> | <p>Experiment with and refine skills when using clay.</p> <p>Select techniques and tools with care to produce effective final art work.</p> <p>Apply knowledge of the human figure and geometric shapes & lines</p> | <p>Make notes on their progress and how they think they may modify or improve ideas or processes/techniques.</p> <p>Evaluate final art work and the process they went through to produce it, reflecting on how well it meets their intentions.</p> |

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| <p>Vocab: annotate, shape, form, model, construct, slip, coil method, cross-hatching, finishing techniques, varnish, decoration.</p> | <p>examples of a range of Ancient Greek pottery – different shapes, decorative features etc.</p> | | <p>to own Greek clay vases.</p> | |
| <p>Y5/6 HT3 JMW Turner Inspiration: Turner's 'Vesuvius in Eruption' painting. Outcome: Volcano pictures Media: Paint, oil pastels, paper collage.</p> <p>Vocab: perspective, single focal point, horizon line, composition, scale, proportion, foreground, middle ground, background, mood, atmosphere, hues, tints, tones, shades, blending techniques</p> | <p>Explore the life and role of the British artist Joseph Mallord William Turner.</p> <p>Consider which parts of an artist's picture were drawn/painted first, and the order of the subsequent parts.</p> <p>Show awareness of composition, scale and proportion in pictures, e.g. foreground, middle ground & background.</p> | <p>Develop close observation skills using a focus-frame.</p> <p>Explore colour mixing and blending techniques with coloured pencils & pastels.</p> <p>Mix and match colours to create mood and atmosphere.</p> | <p>Use perspective in their work using a single focal point and a horizon line.</p> <p>Produce own version of Turner's volcano picture.</p> | <p>Discuss their progress and how they think they may modify or improve ideas and techniques.</p> |
| <p>Y5/6 HT4 WW2 Art Inspiration: British WW2 artists Outcome: Mixed-media pictures in style of Henry Moore's</p> | <p>Study Henry Moore and his shelter drawings</p> <p>Look at the perspective in the tunnel sketch How does the artist draw perspective? Consider which parts of an</p> | <p>Compare different mediums to get the desired style of Henry Moore's work, e.g. wet/dry pastels/crayons/watercolours</p> <p>Explore colour mixing and blending techniques with</p> | <p>Use perspective in their work using a single focal point and a horizon line</p> <p>Produce own versions of Henry Moore's Tunnel pictures using a variety of media.</p> | <p>Adapt their work according to their views and describe how they might develop it further.</p> |

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| <p>Shelter pictures</p> <p>Media: oil pastels, wax crayons, paint.</p> <p>Vocab: view-finders, perspective, single focal point, horizon line, composition, foreground, middle ground, background, mood, atmosphere, evaluate.</p> | <p>artist's picture were drawn/painted first, and the order of the subsequent parts.</p> | <p>coloured pencils & pastels.</p> | | |
| <p>Y5/6 HT5 Henry Moore Sculpture</p> <p>Inspiration: Henry Moore's 3-D sculptures</p> <p>Outcome: Paper & Modroc sculptures</p> <p>Media: paper & Modroc</p> <p>Vocab: pencil grades, hatching, cross-hatching, tone, shading, light, angle, shape, form, model, sculpture, paper, Modroc.</p> | <p>What is sculpture?</p> <p>Study Henry Moore's sculpture work, asking when, where, what, how?</p> <p>Who has seen his work at the Yorkshire Sculpture Park? View photos.</p> <p>What could we use to create similar sculptures in class?</p> | <p>Use a sketchbook to collect and develop ideas. Observe and draw the effect of light on objects and people from different angles.</p> <p>Create different tones by shading using a variety of techniques, e.g. cross-hatching, with the full range of pencil grades.</p> | <p>Create 3D forms using paper and Modroc.</p> | <p>Compare their ideas & methods with their classmates and give their opinions.</p> |
| <p>Y5/6 HT6 Islamic Art batik</p> <p>Inspiration: Islamic art</p> | <p>Investigate Islamic art, keeping respectful of the religious.</p> | <p>Use a sketchbook to collect and develop ideas.</p> | <p>Produce own batik cushion cover.</p> | <p>Make notes on their progress and how they think they may modify or</p> |

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| <p>Outcome: Cushion cover with Islamic art design</p> <p>Media: Textiles - batik</p> <p>Vocab: evaluate, fabric, textiles, pattern, symmetry, batik, primary, secondary, complementary, contrasting colours</p> | <p>Investigate the process of batik.</p> | <p>Develop close observation skills using a focus-frame.</p> <p>Consider and experiment with which colours will look most effective together.</p> <p>Design own Islamic pattern.</p> <p>Experiment with batik techniques</p> | <p>Use different grades of threads and needles.</p> <p>Apply batik techniques to own work.</p> | <p>improve ideas or processes/techniques</p> <p>Discuss their progress and how they think they may modify or improve ideas or processes/techniques</p> |
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| Year 5&6 Cycle 2 2025-26 | Research & Learn | Explore Media & Develop Ideas | Create artwork | Evaluate and Refine |
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| <p>Y5&6 Key Skills throughout units:</p> | <p>Research and explain the ideas and work of some significant artists, craftspeople, designers and architects.</p> <p>Take into account the influence of the historical, cultural and social contexts in which artists work/worked.</p> <p>Identify artists who have worked in a similar way to own work.</p> | <p>Work from a variety of sources including life drawing and digital images.</p> <p>Continue to develop techniques with creativity, experimentation and an awareness of different kinds of art, craft and design.</p> <p>Use technical vocabulary and techniques when working with different materials and processes.</p> <p>Develop ideas which show curiosity, imagination and originality.</p> <p>Investigate and try out ideas using sketchbooks and materials, e.g. "What can this material do?" "What could I produce with it?"</p> | <p>Develop skills in order to begin to gain mastery of materials and techniques.</p> <p>Use processes increasingly independently in order to create finished pieces of work, including in drawing, painting & sculpture.</p> | <p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Review and revisit their ideas by anotating work in sketchbooks.</p> |
| <p>Y5/6 HT1 William Morris</p> <p>Inspiration: William Morris prints</p> <p>Outcome: Own print with added collage</p> <p>Media: drawing, printing & collage</p> | <p>Study the life & works of William Morris.</p> <p>Consider which parts of a William Morris piece were drawn/painted first, and the order of the subsequent parts.</p> | <p>Develop close observation skills of William Morris's work using a focus-frame.</p> <p>Use a sketchbook to collect and develop ideas for plant & flowers designs.</p> <p>Design own print designs, considering pattern & colours.</p> | <p>Work in a sustained way to create a detailed drawing of plants/flowers.</p> <p>Create printing blocks by simplifying their initial sketchbook ideas to incorporate simple string designs of plants & flowers.</p> <p>Create prints with three</p> | <p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions.</p> <p>Adapt their work</p> |

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| <p>Vocab: focus frame, detail, marks, lines, patterns, blend, textures, relief method, repeating pattern, 3-colour overlays</p> | | | <p>colour overlays.</p> <p>Work into their prints with a different media, e.g. felt pens.</p> <p>Add collage to their William Morris background to create texture.</p> | <p>according to their views and describe how they might develop it further.</p> <p>Review and revisit their ideas by anotating work in sketchbooks.</p> |
| <p>Y5/6 HT2 Rainforest Animals</p> <p>Inspiration: Rainforest animals (geography topic)</p> <p>Outcome: Animal picture</p> <p>Medium: pencil, pastel & paint</p> <p>Vocab: marks, lines, patterns, textures, tones, blending, shape, proportion, movement, hues, tints, tones, shades.</p> | <p>Select and record rainforest animals from first hand observation and imagination.</p> <p>Identify and know how to use primary, secondary, complementary and contrasting colours.</p> | <p>Use a sketchbook to collect and develop ideas about animals, including magazine photos.</p> <p>Explore both dry and wet media when making different marks, lines, patterns, textures & shapes within their drawing.</p> <p>Explore colour mixing and blending techniques with coloured pencils & pastels.</p> <p>Create different tones within their work by shading using a variety of techniques, e.g. cross-hatching, with the full range of pencil grades.</p> | <p>Produce drawings of animals in proportion and in different body positions, e.g. running and lying down.</p> <p>Develop a painting from one of their animal movement drawings, using small thin brushes to create detail.</p> <p>Develop close observation skills of animals' eyes using a card focus-frame. Work in a sustained way to create a detailed drawing using chalk pastels & oil pastels.</p> | <p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p> |
| <p>Y5/6 HT4 Sculpture - Mayan stelae relief tiles</p> <p>Inspiration: Mayan stelae (History topic)</p> | <p>Investigate Mayan stelae.</p> <p>Select and record from first hand observation.</p> <p>Explore the roles and purposes of Mayan artists.</p> | <p>Question and make thoughtful observations about starting points and try out ideas in their sketch books.</p> <p>Plan a sculpture through drawing or using card pieces.</p> | <p>Shape and construct own stela from a combination of observation and imagination.</p> <p>Develop skills in using clay including slips.</p> | <p>Compare their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views</p> |

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| <p>Outcome: Clay tile in relief</p> <p>Medium: clay</p> <p>Vocab: annotate, shape, form, model, construct, relief, build, slip</p> | | <p>Shape, form, model and construct from observation and imagination.</p> | <p>Produce intricate patterns and textures in the clay.</p> | <p>and describe how they might develop it further.</p> <p>Review and revisit ideas by anotating work in sketchbooks.</p> |
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