



Reception

Early Learning Goals

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

Expressive Arts and Design Creating with Materials ELG

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants;

Past and Present ELG

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Building Relationships ELG

- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs.

Pre Drawing Skills	Pre Sculpture Skills	Pre Printing and Pattern Skills	Pre Painting Skills
<ul style="list-style-type: none"> • <i>Drawing with purpose (for example, children can articulate what it is they have tried to draw.) Experiment drawing with pencils, wax crayons, charcoal, chalk and pens. Begin to draw shapes. Develops observational skills for drawing. Develops visualisation and storytelling skills.</i> • <i>(Year 1 objective - Children can draw with control i.e. pressing lightly, teacher to name shapes within objects drawn e.g. circle, rectangle.)</i> 	<ul style="list-style-type: none"> • <i>Begin to use simple shapes in artwork.</i> • <i>Use playdough and Lego to create simple sculptures.</i> • <i>Begin to rip or cut paper for purpose. Use glue and glue spreaders. Creating structures with fabric. Exploring and describing interesting materials, including found objects. Constructing and solving problems imaginatively. Negotiating space.</i> <p><i>(Year 1 objective - Children learn how to use a rolling pin to roll a smooth, flat slab and cut out shapes using modelling tools.)</i></p>	<ul style="list-style-type: none"> • <i>Begin to follow and create simple patterns. Exploring the texture of materials and how this can be translated with simple printing techniques. Exploring musical patterns with a range of instruments. Increasing confidence in live performance.</i> • <i>(Year 1 objective - Children make a polystyrene printing block and learn the technique of drawing into a block, rolling up with ink evenly and printing.)</i> 	<ul style="list-style-type: none"> • <i>Explore using paintbrushes and other painting tools for different effects, such as rollers.</i> • <i>Explore and experiment with colour.</i> • <i>Match and recall colour names. Learn the primary colours. Develops visualisation and storytelling skills.</i> • <i>(Year 1 objective - Children learn to organise and manage shared painting space and how to control their paintbrush. Focus on holding a brush well, loading paint onto a brush, getting paint to flow off brush, mixing colours thoroughly, making even brushstrokes and filling defined areas.)</i>



Reception		
Objectives		
Skill	Autumn 1 - Mark-Making	Autumn 2 - Colour
Skills	<ul style="list-style-type: none">Controls a variety of drawing media to explore shading, line, texture, tone and shade to tell stories and represent things seen or imagined.Begins to draw people accurately.Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.Recognises the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking.	<ul style="list-style-type: none">Names primary and secondary colours and experiment with mixing a wide range of colours;Understands the relationship between colour and mood. Names and select different tools for specific purposes.Enjoys and responds to playing with colour in a variety of ways, for example combining colours.
Artists	<ul style="list-style-type: none">Lowry, Picasso, Kandinsky	<ul style="list-style-type: none">Ellsworth Kelly, Mondrian, Kandinsky, Jackson Pollock
Evaluate	<ul style="list-style-type: none">Reflect on learning and provide feedback.	<ul style="list-style-type: none">Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none">Sketch, line, texture, tone, shading, zigzag, arc, mark-making	<ul style="list-style-type: none">Painting, primary, secondary, mood, colour (names), brush, palette, dry, flaky, wet



Reception		
Objectives		
Skill	Spring 1 - Form	Spring 2 - Printing
Skills	<ul style="list-style-type: none">• Handles equipment in a safe way.• Manipulates, weaves, collages, constructs and deconstructs shapes and models using a range of materials.• Increases control of self-selected tools.• Creates representations of both imaginary and real-life ideas, events, people and objects.	<ul style="list-style-type: none">• Explores printmaking through rubbings, monoprinting, block printing and printing with a range of objects.• Creates patterns and pictures by printing objects in more than one colour.• Selects and prints with a range of block colours.• Explores colour mixing through printing, using two colours and a variety of materials.
Artists	<ul style="list-style-type: none">• Alberto Giacometti, Henry Moore, Ilse Bolle	<ul style="list-style-type: none">• Bryan Wynter, Naum Gabo
Evaluate	<ul style="list-style-type: none">• Reflect on learning and provide feedback.	<ul style="list-style-type: none">• Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none">• Construct, deconstruct, collage, shape, model, materials	<ul style="list-style-type: none">• Printing, colour, block, pattern, rubbings



Reception		
Objectives		
Skill	Summer 1 - Pattern	Summer 2 - Music / Live Performance
Skills	<ul style="list-style-type: none">• Observes similarities, differences, patterns and change in artworks and the environment.• Explores and adds to simple repeating patterns.• Chooses familiar objects to create and recreate repeating patterns.• Begins to identify the unit of repeat.	<ul style="list-style-type: none">• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.• Explores and learns how sounds and movements can be changed e.g tapping out simple repeated rhythms.• Develops an understanding of how to create and use sounds intentionally• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.
Artists	<ul style="list-style-type: none">• Yayoi Kusama	<ul style="list-style-type: none">• Nicholas Bras
Evaluate	<ul style="list-style-type: none">• To reflect on my work	<ul style="list-style-type: none">• To reflect on my work
Key Vocab	<ul style="list-style-type: none">• Pattern, unit of repeat, colour (names), human-made, natural, model	<ul style="list-style-type: none">• Repetition, rhythm, pattern, sound, perform, louder, bigger, smaller, beginning, end



Year 1		
Objectives		
Skill	Autumn 1 - Drawing	Autumn 2 - Texture: Collage
Skills	<ul style="list-style-type: none"> • Uses a sketch book to record individual responses • Explores different textures, using pencil, charcoal, chalk with increasing control • Starts to build mark-making vocabulary • Studies the anatomy of people and begins to represent limbs in proportion • Uses line, tone and shade to represent things seen, remembered or imagined 	<ul style="list-style-type: none"> • Looks at and discusses their own work and that of other artists, considering the artist's style and subject. • Uses language appropriate to tasks and media. • Records responses in their sketchbook with care and creativity. • Selects images according to their similarities to body parts e.g a pear could be a nose • Develops cutting and glueing skills to achieve desired effect • Creates a collage by overlapping and layering chosen images
Artists	<ul style="list-style-type: none"> • Jean-Michel Basquiat Jean-Michel Basquiat - Kids Britannica Kids Homework Help Examples of his work: Jean-Michel Basquiat Artnet See examples of children's work opposite the staff room Modelled examples: How to paint like Jean-Michel Basquiat (youtube.com) How to paint like Jean-Michel Basquiat - YouTube Life Doesn't Frighten Me at All by Maya Angelou, Illustrated by Jean- Michael Basquiat Life Doesn't Frighten Me (youtube.com) 	<ul style="list-style-type: none"> • Giuseppe Arcimboldo
Evaluate	<ul style="list-style-type: none"> • Reflect on learning and provide feedback. 	<ul style="list-style-type: none"> • Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none"> • Sketch, line, texture, tone, shading, swirl, anatomy, charcoal, pencil 	<ul style="list-style-type: none"> • Paper, glue, scissors, position, adjust, fold, tear, cut, fruit (names), imagine



Year 1		
Objectives		
Skill	Spring 1 - Colour - Landscapes	Spring 2 - Printing
Skills	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject.Uses a sketchbook to record responses in creative ways.Uses language appropriate to tasks and mediaExplores colour naming, mixing and replicating patterns and textures around themSelects tools to create a wide range of marks, inspired by HockneyChooses colour and marks to express mood	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject.Uses language appropriate to tasks and mediaRecords responses in their sketchbook with care and creativity.Arranges materials in different ways to find the most satisfying composition.
Artists	David Hockney	Rachel Dein Ask The Bellenden Florist on Bellenden Road to put wasted or unused stems aside for the project.
Evaluate	<ul style="list-style-type: none">Reflect on learning and provide feedback.	<ul style="list-style-type: none">Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none">Brush, primary, secondary, mood, colour, mix, blend, brush, palette	<ul style="list-style-type: none">Clay, plaster, plant (names), rolling pin, press, print, relief,



Year 1		
Objectives		
Skill	Summer 1 - Pattern	Summer 2 - Form
Skills	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject.Uses a sketchbook to record responses in creative ways.Replicates then interprets the artist's style in their own way.Differentiates between regular and irregular, natural and human made patterns found in art and the environment.Creates repeating patterns and irregular patterns using a range of materials.Produces and differentiates between symmetrical and asymmetrical designs.	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject.Uses a sketchbook to record responses in creative ways.Handles equipment safely.Manipulates, weaves, collages, constructs and deconstructs clay by pinching, rolling, coiling and joining.Shapes and forms materials in a purposeful way.
Artists	<ul style="list-style-type: none">Damien Hirst Who is Damien Hirst? Tate Kids Examples of work: damien hirst - Artnet Artworks Search	<ul style="list-style-type: none">Bernard Leach
Evaluate	<ul style="list-style-type: none">To reflect on my work	<ul style="list-style-type: none">To reflect on my work
Key Vocab	<ul style="list-style-type: none">Paint, repeat, abstract, regular, irregular, symmetrical, asymmetrical	<ul style="list-style-type: none">Collage, weave, manipulate, collagen construct, fold, tear



Year 2		
Objectives		
Skill	Autumn 1 - Drawing	Autumn 2 - Painting
Skills	<ul style="list-style-type: none">Looks at and talks about their own work and that of other artists, considering texture, tone and use of shadow.Uses language appropriate to tasks and media.Uses a sketchbook to record thoughts and feelings, making drawings on different surfaces.Explore a variety of drawing starting points (stimuli), working from direct observation, memory and imagination.Uses a range of drawing media in different ways: infilling, hatching, scribble, stippling, blending, etc. to produce an expanding range of patterns and textures that replicate those in the real world.Develop mark-making skills through experimentation with various drawing media: pencil, chalk and oil pastel, graphite, chalk, soft pastel, wax and charcoal.	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering painting style and subject.Uses a sketchbook to record thoughts and feelings, making paintings on different surfaces.Uses language appropriate to tasks and media.Explores painting on a large scale.Uses painting media in different ways e.g mixing, infilling, washing, splattering, blending, etc. to produce a range of patterns and textures that replicate the artist's style.Applies colour and marks to express moodExplores colour matching, replicating colours and textures found in the artist's work.Experiments with colour mixing by making as many tones of one colour as possible (using white) or darkening colours without using black.
Artists	<ul style="list-style-type: none">Leonardo Da Vinci	<ul style="list-style-type: none">Frank Bowling
Evaluate	<ul style="list-style-type: none">To reflect on my work	<ul style="list-style-type: none">To reflect on my work
Key Vocab	<ul style="list-style-type: none">Sketch, line, texture, tone, shading	<ul style="list-style-type: none">Painting, primary, secondary, mood, colour, brush, palette



Year 2		
Objectives		
Skill	Spring 1 - Print-Making	Spring 2 - Pattern
Skills	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering print-making style and subject.Uses a sketchbook to record responses in artistic ways.Replicates the artist's style, producing a range of patterns and textures with monoprinting.Selects equipment and media to produce clean printed imagesUses appropriate language to describe tools, media, process, etc.Begins to identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject.Uses a sketchbook to record responses in creative ways.Replicates then interprets the artist's style in their own way.Differentiates between regular and irregular, natural and human made patterns found in art and the environment.
Artists	Karen Lederer	Bridget Riley
Evaluate	<ul style="list-style-type: none">To reflect on my work	<ul style="list-style-type: none">To reflect on my work
Key Vocab	<ul style="list-style-type: none">Printing, colour, block, pattern, rubbings	<ul style="list-style-type: none">Wave, line, vertical, horizontal, diagonal, monochrome



Year 2		
Objectives		
Skill	Summer 1 - Form	Summer 2 - Texture
Skills	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject.Uses language appropriate to tasks and media.Records responses in their sketchbook with care and creativity.Identifies and recreates patterns in 3D form.Demonstrates an awareness of texture, form and shape by recreating an image in 3D form.Uses the equipment and media, demonstrating decorative techniques.Shapes, forms, models and constructs from observation and / or imagination.	<ul style="list-style-type: none">Looks at and talks about their own work and that of other artists (eg. Warhol, Hokusai, etc.)Develops their awareness of natural and human-made fibres.Increases awareness of contrasts in texture and colour.Uses paper and fabric to create a collage with purposeful effect.Overlaps and overlayers materials to create effects and focal points.Weaves paper, progressing from one to two colours, discriminating between materials.Joins materials together with confidence.
Artists	<ul style="list-style-type: none">Alexander Calver	<ul style="list-style-type: none">Annie Albers https://www.tate.org.uk/art/artists/anni-albers-3067/how-weave-anni-albers
Evaluate	<ul style="list-style-type: none">To reflect on my work	<ul style="list-style-type: none">To reflect on my work
Key Vocab	<ul style="list-style-type: none"><i>sketch, line, texture, tone, shading</i>	<ul style="list-style-type: none"><i>painting, primary, secondary, mood, colour, brush, palette</i>



Year 3		
Objectives		
Skill	Autumn 1 - Form: Modelling	Autumn 2 - Drawing
Skills	<ul style="list-style-type: none">Looks at and discusses their own work and that of other sculptors (eg. ancient and contemporary examples)Demonstrate an awareness of texture, colour, pattern, form and shape in a 3D context.Records responses in their sketchbook with care and creativity.Explores and develops a range of skills using simple tools for shaping, mark making, etc.Shape, form, model and construct with reference to a design, based on historical examples.Uses equipment, media and adhesives with increasing confidence.	<ul style="list-style-type: none">Looks at and discusses their own work and that of other painters.Uses a sketchbook to record thoughts and feelings, making paintings on different surfaces.Experiment with the potential of various drawing materials, using different techniques such as hatching, cross hatching, stippling.Practice techniques including observational sketching, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.Understand when to use negative space in a drawing.Create accurate drawings of people from life.
Artists	Roman Pottery	Van Gogh
SEN	Learning key vocabulary and artwork, mark-making inspired by Roman pottery, manipulating clay and developing modelling skills, creating a pot with support.	Learning key vocabulary and artwork, mark-making techniques with a range of media, mark-making for purpose with support, portrait with template.
Evaluate	Class exhibition, peer feedback, self-reflection	Class exhibition, peer feedback, self-reflection
Key Vocab	<i>Roman pottery, wares, clay, modelling,</i>	<i>Post-Impressionism mark-making, negative space, hatching, cross-hatching, stippling, life drawing</i>



Year 3		
Objectives		
Skill	Spring 1 - Painting	Spring 2 - Form: Earth Art
Skills	<ul style="list-style-type: none"> Creates a colour wheel, mixing primary, secondary and analogous colours with the addition of black, white and other hues. Predicts colour mixing results with increasing accuracy and mixes colours purposefully. Uses a sketchbook to record thoughts and feelings, making paintings on different surfaces. Uses tools and media with increasing confidence and organises own working area. Uses a range of mark-making techniques including washes and the tache techniques. 	<ul style="list-style-type: none"> Recognises colour, symmetry and pattern in the environment and uses it as a stimulus for their own work. Sketches, shapes, forms and constructs from observation, imagination and in response to artists. Records responses in their sketchbook with care and creativity. Selects and uses materials to achieve a specific outcome. Collaborates with a partner to negotiate and construct a shared vision.
Artists	<ul style="list-style-type: none"> Claude Monet 	<ul style="list-style-type: none"> Andy Goldsworthy
SEN	<ul style="list-style-type: none"> Learning key vocabulary and artwork, colour mixing and painting techniques, colour mixing for purpose with support, independent painting with the tache technique, supported painting with template. 	<ul style="list-style-type: none"> Learning key vocabulary and artwork, sketch forms found in Goldsworthy's work, joining and balancing techniques with support, independently selecting natural materials for sculpture, constructing and building with purpose.
Evaluate	<ul style="list-style-type: none"> Class exhibition, peer feedback, self-reflection 	<ul style="list-style-type: none"> Class exhibition, peer feedback, self-reflection
Key Vocab	<ul style="list-style-type: none"> Impressionism, primary, secondary, analogous, contrast, brush, palette, 	<ul style="list-style-type: none"> Land art, fractal, pattern, found materials, construct, deconstruct, ephemeral



Year 3		
Objectives		
Skill	Summer 1 - Pattern	Summer 2 - Printing
Skills	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter. Records responses in their sketchbook with care and creativity. Understands how to repeat a pattern by hand with the folding technique. https://www.youtube.com/watch?v=sTMkljW24w8&ab_channel=PolinaOshu Creates a repeating floral pattern with reference to their personal style. Uses an iPad to take a portrait and repeat a pattern. https://imageonline.co/repeat-image-generator.php Combines portrait and pattern in Wiley's style. 	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other artists, considering the artist's style and subject. Locates batik within a historical and contemporary cultural context. Records responses in their sketchbook with care and creativity. Makes connections between own work and patterns in their local environment Uses the equipment and media with increasing confidence Creates repeating patterns, inspired by the artist Prints two-colour overlays, applying knowledge of contrasting and complimentary colours.
Artists	Kehind Wiley	Yinka Shonibare https://www.tate.org.uk/kids/explore/who-is/who-yinka-shonibare
Evaluate	Class exhibition, peer feedback, self-reflection	Yinka Shonibare
Key Vocab	<i>sketch, line, texture, tone, shading</i>	<i>Batik</i>



Year 4		
Objectives		
Skill	Autumn 1 - Collage / textiles	Autumn 2 - Painting
Skills	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter. Records responses in their sketchbook with care and creativity. Consider how Bearden developed different forms of collage. Uses collage to interpret stories, music, poems and other stimuli in Bearden's style. Experiments with creating mood, feeling, movement with a variety of surface patterns and textures. Plan and develop their own design, influenced by their own social context. 	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter. Records responses in their sketchbook with care and creativity. Understands and explores the difference between tint, tone, shade Mixes and matches colours with confidence Selects suitable equipment for the task Choose colours that reflect mood Paints on a large scale, using Richter's techniques.
Artists	Romare Bearden	Gerhard Richter
Evaluate	· To reflect on my work	· To reflect on my work
Key Vocab	<i>sketch, line, texture, tone, shading</i>	<i>painting, primary, secondary, mood, colour, brush, palette</i>



Year 4		
Objectives		
Skill	Spring 1 - Drawing	Spring 2 - Pattern
Skills	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.Records responses in their sketchbook with care and creativity.Experiments with Keith Haring's style, working on a variety of scales.Interprets a photograph of a busy playground scene in Haring's style.Produces outlines of people in proportion.Mixes pure hues without black or white, considering prior knowledge of tint, tone and shade.	<ul style="list-style-type: none">Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.Records responses in their sketchbook with care and creativity.Identifies geometric shapes that tessellate found in nature.Experiments with transforming sketches into geometric drawings that can be tessellated with reference to Escher's style.Develops their shading techniques, inspired by Escher's drawings.Understands and follows the process of tessellating geometric shapes: https://www.youtube.com/watch?v=yaYL05cgBI4&ab_channel=artsLoweKIDInterprets their geometric design in imaginative ways.Shades their drawings, adding contrast and tone.
Artists	Keith Haring	Escher
Evaluate	· To reflect on my work	· To reflect on my work
Key Vocab	<i>sketch, line, texture, tone, shading</i>	<i>painting, primary, secondary, mood, colour, brush, palette</i>



Year 4		
Objectives		
Skill	Summer 1 - Photography	Summer 2 - Form - Vikings
Skills	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other artists, considering Kusama's style, especially her series Infinity Nets. Records responses in their sketchbook with care and creativity. Understands how artists working in one medium can inspire forms in another. Works safely and considerately with unfamiliar materials. Produce a range of cyanotypes with a range of objects. Experiments with toning cyanotypes using tea and coffee. Produces a final composition, selecting and arranging materials with reference to Kusama's use of pattern, especially in her Infinity Nets series. 	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other sculptors (eg. ancient and contemporary examples) Records responses in their sketchbook with care and creativity. Draws various Viking artefacts from observation like the Urnes brooch: https://www.youtube.com/watch?v=i6dpBXmWd3w&ab_channel=TheRavenfromtheNorth Practices symbols and patterns found on Viking picture stones, including knotwork. Designs their own picture stone including traditional patterns and their own symbols and scenes. Works safely and considerately with unfamiliar materials. Creates a Viking picture stone in clay, inspired by historic examples: Clay Relief Sculpture Additive and Subtractive Clay Techniques (youtube.com)
Artists	<ul style="list-style-type: none"> Yayoi Kusama 	<ul style="list-style-type: none"> Viking era
Evaluate	<ul style="list-style-type: none"> To reflect on my work 	<ul style="list-style-type: none"> To reflect on my work
Key Vocab	<ul style="list-style-type: none"> Cyanotype, filter, response, composition, toning 	<ul style="list-style-type: none"> Lino



Year 5		
Objectives		
Skill	Autumn 1 - Drawing	Autumn 2 - Painting
Skills	<ul style="list-style-type: none"> Looks at and discusses their own work and artists associated with Cubism. Uses a sketch book and has an increasing knowledge of media potential Studies the effects of light on people and objects. Explores the concept of perspective depth. Works from multiple viewpoints to create a fragmentary drawing in the cubist style. Produces a growing range of patterns and textures with a single pencil Produces an expanding range of patterns and textures that replicate those in the real world Uses a range of drawing media in different ways: hatching, scribble, stippling, blending, etc. Can solidly infill shapes using colour pencils, pastels, etc. and is experienced in using soft pastels and oil pastels to create a range of tones Practises working in different ways and on a variety of different coloured and shaped paper. Uses language appropriate to media Draws still life and portraits from observation in the cubist style. 	<ul style="list-style-type: none"> Looks at and discusses their own work and that of other sculptors (eg. ancient and contemporary examples) Uses a sketchbook to store information on colour mixing, brush marks, etc Experiments with hue, tint tone, shades and mood with intention like O'Keeffe: https://www.youtube.com/watch?v=_MmUwc0DHYU&ab_channel=DaytonArtInstitute Sketches from observation by looking closely or using a magnifying glass, creating an initial sketch for their final painting. Recreates their initial sketch on a larger scale. Develops increasing knowledge in the colour wheel, blending colours, creating gradients and gentle colour transitions using black and white. Uses a brush to produce marks in the style of O'Keeffe. Develops their final artwork over a couple of sessions, applying learnt painting techniques in the style of O'Keeffe: https://www.youtube.com/watch?v=AGWLvBhf_uY&ab_channel=Slaughter%27sStudio
Artists	<ul style="list-style-type: none"> Cubism: https://www.tate.org.uk/art/art-terms/c/cubism/all-about-cubism#:~:text=Cubism%20was%20a%20revolutionary%20new,that%20paper%20fragmented%20and%20abstracted 	<ul style="list-style-type: none"> Georgia O'Keeffe: https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe
Evaluate	<ul style="list-style-type: none"> Reflect on learning and provide feedback. 	<ul style="list-style-type: none"> Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none"> Sketch, line, texture, tone, shading, surface, depth, perspective, hatching, stippling 	<ul style="list-style-type: none"> Hue, tint tone, shades and mood, scale, gradient



Year 5		
Objectives		
Skill	Spring 1 - Printing - Arts and Crafts	Spring 2 - Collage
Skills	<ul style="list-style-type: none"> Looks at and discusses their own work and artists associated with the Arts and Crafts movement. Experiments with ideas and plans in a sketchbook. Works with confidence with tools and media. Modifies and adapts works in progress. Identifies, compares and has basic knowledge of patterns from other countries. Experiments with and creates repeating patterns. Recreates symmetrical images inspired by plants and animals found in Peckham. Creates a two-coloured lino print in the style of William Morris. 	<ul style="list-style-type: none"> Looks at and discusses their own work and artists associated with collage including Henri Matisse. Experiments with ideas and plans in a sketchbook. Experiments with creating mood, feeling, movement and areas of interest using different colour combinations. Forms materials with purpose in mind. Uses memories of Peckham and familiar places as a stimulus for work. Create own collage in the style of Mukherjee to reflect personal experiences and expression.
Artists	<ul style="list-style-type: none"> William Morris https://www.youtube.com/watch?v=quhnejd-hl4&ab_channel=VictoriaandAlbertMuseum https://wmgallery.org.uk/learn/resources/ 	<ul style="list-style-type: none"> Benode Behari Mukherjee https://www.tate.org.uk/art/artists/benode-behari-mukherjee-21240 https://www.vadehraart.com/artists/53-benode-behari-mukherjee/ https://www.tate.org.uk/visit/tate-modern/display/materials-and-objects/collage
Evaluate	<ul style="list-style-type: none"> Reflect on learning and provide feedback. 	<ul style="list-style-type: none"> Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none"> Unit of repeat, block printing, lino, scalpel, symmetrical 	<ul style="list-style-type: none"> Manipulate, layer, opaque, sheer, figure, evocative



Year 5		
Objectives		
Skill	Summer 1 - Form	Summer 2 - Photography
Skills	<ul style="list-style-type: none"> Investigates individual cultural history and associated imagery. Explores how <i>The Procession</i> can be used as a starting point for a 3D mask with a particular focus on form, shape, pattern, texture, colour. Creates and uses a sketchbook to inform, plan and develop ideas, shapes, forms, models and joins with confidence. Produces more intricate patterns and textures. Works directly from observation or imagination with confidence. Uses language appropriate to skill and technique. Works safely, organises the working area and clears away. Translates their 2D design into a 3D cardboard sculpture in the style of Locke. Contributes to a collective sculpture, referencing aspects of the class' shared cultural history, referencing people and animals in the community. 	<ul style="list-style-type: none"> Looks at and discusses their own work and concepts behind Svoboda's photographs. Experiments, presents and evaluates ideas in a sketchbook. Select and collect items for their form and visual interest. Create and recreate still life compositions using contents of schoolbags or collections found around the classroom. Photographs different arrangements of items in focus, keeping control of the iPad. Produces a series of black and white and colour still life images using handmade filters.
Artists	<ul style="list-style-type: none"> Hew Locke The Procession, Tate: https://www.youtube.com/watch?v=1ld64_f-m6U&ab_channel=Tate https://www.instagram.com/hewdijlocke/?hl=en How to make cardboard sculptures with James Lake: https://www.youtube.com/watch?v=O-uSe9emca8&ab_channel=MrsWV-ArtTeacher 	<ul style="list-style-type: none"> Jan Svoboda: https://www.youtube.com/watch?v=fbHPumlBURU&ab_channel=ThePhotographers%27Gallery https://thephotographersgallery.org.uk/sites/default/files/attachments/TPG%20Activity%20Shoot%20Like%20Svoboda.pdf https://thephotographersgallery.org.uk/sites/default/files/attachments/TPG_Activity_StillLife_Filters.pdf
Evaluate	<ul style="list-style-type: none"> Reflect on learning and provide feedback. 	<ul style="list-style-type: none"> Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none"> Proportion, sculpt, 3D, materials, modelling, review, reflect, evaluate 	<ul style="list-style-type: none"> Filter, impression, abstracted, composition, conceptual



Year 6		
Objectives		
Skill	Autumn 1 - Screen printing	Autumn 2 - Painting
Skills	<ul style="list-style-type: none"> Looks at and discusses their own work and key artists associated with screenprinting, as well as artists using text. Collects phrases of importance to them and records them in a sketchbook throughout the project. Experiments with different fonts and selects appropriate size for a stencil. Designs a print in two colours and evaluates ideas in a sketchbook. Creates functional stencil, transfers it onto card and cuts it out with care. Screen print a t-shirt with a slogan in two colours. 	<ul style="list-style-type: none"> Looks at and discusses their own work and key artists associated with Turner. Knows about key artists and begins to place them into movements, with historical awareness. Considers the development of the London skyline. Understands how artists use perspective and applies it in their initial sketches. Practices techniques used by Turner. Demonstrates an understanding of the relationships between colours and how to use colours effectively. Uses a sketchbook to record and store information as appropriate. Develops initial sketches for final piece.
Artists	<ul style="list-style-type: none"> Corita Kent https://www.youtube.com/watch?v=rjEOig94Xlw&ab_channel=CoritaArtCenter https://collection.corita.org/ Screenprinting https://www.tate.org.uk/art/art-terms/s/screenprint Artists working with text: https://www.artsy.net/article/artsy-editorial-13-artists-highlight-power How to make a DIY stencil from printed text: https://www.youtube.com/watch?v=LzIxMhDwgk&ab_channel=Wm.WalkerCo How to make a screen print using a stencil: https://www.youtube.com/watch?v=TIwbYe6u8AM&ab_channel=Artful 	<ul style="list-style-type: none"> William Turner https://www.royalacademy.org.uk/art-artists/name/j-m-w-turner-ra https://www.tate.org.uk/art/research-publications/jmw-turner/joseph-mallord-william-turner-1775-1851-r1141041 https://www.nationalgallery.org.uk/artists/joseph-mallord-william-turner https://www.youtube.com/watch?v=VTDmlkxWOjc&ab_channel=Tate How to paint like Turner series: https://www.youtube.com/watch?v=Wce-7Mw0mtc&ab_channel=Tate https://www.youtube.com/watch?v=jRM7Cy7h-VE&ab_channel=Tate https://www.youtube.com/watch?v=xYfTGui7vFE&ab_channel=Tate Field trip to make initial sketches of the London skyline from the Peckham Levels.
Evaluate	<ul style="list-style-type: none"> Reflect on learning and provide feedback. 	<ul style="list-style-type: none"> Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none"> Printing, colour, block, pattern, stencil 	<ul style="list-style-type: none"> Hue, tint tone, shades and mood.



Year 6		
Objectives		
Skill	Spring 1 - Form	Spring 2 - Drawing
Skills	<ul style="list-style-type: none"> Discusses and evaluates own work and that of other artists and designers in the Islamic tradition. Compares different styles and approaches (eg. Moore and Aztec, etc) Develops awareness of form, shape and space in the world around them. Works safely, organises the working area and clears away. Uses a sketchbook to inform, plan and develop ideas. Identifies main feature and practises motifs in the Kashan style. Recognises sculptural forms in the environment: furniture, buildings, etc. Designs and creates own tile to form a tessellating display of tiles. 	<ul style="list-style-type: none"> Looks at and talks about my own work and that of other illustrators. Uses a sketchbook to inform, plan and develop ideas. Develops their own style using explorations and experimentations from sketchbooks. Produce increasingly accurate drawings of people in movement Researches to help improve and inform work. Creates their own characters in an imagined world. Develops knowledge of and demonstrates effective use of elements (line, tone, pattern, texture, etc.). Creates drawings with tonal contrast. Processes, adapts and changes ideas for end pieces. Uses drawing as part of mixed-media work. Colour mixes with coloured pencils and uses a wide tonal range within their work Uses appropriate language for skills and techniques. Produces a final piece referencing their own imagination and the work of Amano and Dulac.
Artists	<ul style="list-style-type: none"> Design and make your own Islamic tile https://www.vam.ac.uk/articles/design-and-make-your-own-islamic-tile-and-printed-pattern https://kidworldcitizen.org/islamic-art-lesson-for-kids/ https://nurturestore.co.uk/islamic-geometric-art-lesson-for-children Wall mural inspired by Kashan tiles (Iran 1260-70 AD) https://collections.vam.ac.uk/item/O89590/tile-panel-ali-ibn-muhammad/ Helpful child-friendly info on Islamic geometric pattern, calligraphy 	<ul style="list-style-type: none"> Yoshitaka Amano https://www.yoshitakaamano.com/ https://www.youtube.com/watch?v=PJEPhBL77Ik&ab_channel=Archipel https://www.youtube.com/watch?v=A9riTBNjD8M&ab_channel=PlayStation https://www.youtube.com/results?search_query=how+to+draw+like+yoshita+kaamano Edmund Dulac https://www.thecollector.com/edmund-dulac-whimsical-illustrations/ How to draw faces and people from reference: https://www.youtube.com/watch?v=C2E5mDIeqCs&t=44s&ab_channel=SketchingS



	<ul style="list-style-type: none"> • https://www.vam.ac.uk/articles/design-and-make-your-own-islamic-tile-and-printed-pattern/ • Process: https://www.youtube.com/watch?v=ZPySdh8smwg • Also see Maaida Noor and Gillian Turnham • https://maaidanoor.com/ • https://www.gillianturnham.com/works.html • 	<p>cottie</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=V-vPudI0IAA&pp=ygUlaVWxsdXN0cmF0aWV9ulGhvdYB0byBjcmVhdGUgY2hhcmFjdGVycw%3D%3D
Evaluate	<ul style="list-style-type: none"> • Reflect on learning and provide feedback. 	<ul style="list-style-type: none"> • Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none"> • Kashan, Islamic, calligraphy, arabic, mural 	<ul style="list-style-type: none"> • Mixed-media, elements, dynamic, anatomical, life-like, tonal contrast

Year 6		
Objectives		
Skill	Summer 1 - Painting	Summer 2 - Textile
Skills	<ul style="list-style-type: none"> • Looks at and talks about my own work and that of other illustrators. • Uses a sketchbook to inform, plan and develop ideas. • Develops a narrative with imagined characters. • Storyboards their ideas. • Plays with perspective in Tan's style. • Selects one scene to create in detail. • Uses a sketchbook to record and store information as appropriate. • Begins to use simple perspective in their paintings/compositions. • Begins to develop their own style. • Demonstrates an understanding of the relationships between colours and how to use colours effectively. 	<ul style="list-style-type: none"> • Discusses and evaluates their own work and that of other textile artist. • Increases awareness of the different purposes of textiles and their construction. • Recognises different forms of textiles in the environment and is able to express opinions about them. • Designs an applique pattern that reflects their legacy at the Belham. • Handles and selects materials with care. • Combines techniques to produce a community quilt.



Artists	<ul style="list-style-type: none">• Shaun Tan• https://www.shauntan.net/• How to with Shaun Tan:• https://www.youtube.com/watch?v=MHYRc7F0pwQ&ab_channel=HCBoz• https://www.youtube.com/watch?v=5etuXDP3xc4&ab_channel=HCBoz	<ul style="list-style-type: none">• Bow Arts school project example:• https://bowarts.org/projects-stories/bygrove-stebon-textiles-project/• Examples of community quilts:• https://queensmuseum.org/exhibition/making-community-story-quilts/• https://maahmg.org/exhibition/community-quilt-project-made-by-the-community-maahmg/• https://www.artworkarchive.com/profile/peacequilts/artwork/granma-sonia-pours-coffee-grann-sonia-ap-koule-kafe• Applique:• https://www.youtube.com/watch?v=7Fn7scK9cyo&ab_channel=StitchWithRachel• Sewing basics:• https://www.youtube.com/results?search_query=sewing+basics• Joining the tiles together:• https://www.youtube.com/watch?v=04iiKbmUeB4&pp=ygUPbWFraW5nIGEgcXVpbHQg
Evaluate	<ul style="list-style-type: none">• Reflect on learning and provide feedback.	<ul style="list-style-type: none">• Reflect on learning and provide feedback.
Key Vocab	<ul style="list-style-type: none">• Surreal, perspective, narrative, storyboard, character development	<ul style="list-style-type: none">• Quilt, embroider, thread, needle, stitch (names), cohesive