



## 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

#### The Natural World ELG

Children at the expected level of development will:

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

#### Expressive Arts and Design Creating with Materials ELG

Children at the expected level of development will:

- 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.

Pre Drawing Skills	Pre Sculpture Skills	Pre Printmaking Skills	Pre Painting Skills
<p><i>Drawing with purpose (for example, children can articulate what it is they have tried to draw.)</i> Experiment drawing with pencils, wax crayons, charcoal, chalk and pens. Begin to draw shapes</p> <p><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></p>	<p><i>Begin to use simple shapes in artwork.</i> Use playdough and Lego to create simple sculptures. Begin to rip or cut paper for purpose. Use glue and glue spreaders.</p> <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>	<p><i>Begin to follow and create simple patterns.</i></p> <p><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></p>	<p><i>Explore using paintbrushes and other painting tools for different effects, such as rollers.</i> Explore and experiment with colour. Match and recall colour names. Learn the primary colours.</p> <p><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></p>



Year 1			
Objectives			
Skill	Autumn - Sculpture	Spring - Printmaking	Summer - Painting
<b>Drawing</b>	<ul style="list-style-type: none"> <li>To draw using pencil focusing on weight of line, shape of object and enlarging to fill the page</li> </ul> <p><i>Children can draw with control i.e. pressing lightly, teacher to name shapes within objects drawn e.g. circle, rectangle.</i></p>	<ul style="list-style-type: none"> <li>To draw using wax crayon focusing on weight of line, shape of object and enlarging to fill the page</li> </ul> <p><i>Children can draw with control i.e. pressing lightly, teacher to name shapes within objects drawn e.g. circle, rectangle.</i></p>	<ul style="list-style-type: none"> <li>To draw using pens focusing on weight of line, shape of object and enlarging to fill the page</li> </ul> <p><i>Children can draw with control i.e. pressing lightly, teacher to name shapes within objects drawn e.g. circle, rectangle.</i></p>
<b>Artists</b>	<ul style="list-style-type: none"> <li>To look at and discuss the work of Alex Barrow/ Nicola O'Byrne and Charles R Knight</li> </ul> <p><b>Trip idea:</b> <i>Crystal Palace Dinosaurs</i></p>	<ul style="list-style-type: none"> <li>To look at and discuss the work of William Morris, Frank Stella and Bridget Riley</li> </ul>	<ul style="list-style-type: none"> <li>To look at and discuss the work of Denzil Forrester and Winston Branch</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>To explore clay by free modelling of simple forms and imaginative free modelling</li> <li>To learn to roll slabs and cut out shapes</li> </ul> <p><i>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"> <li>To explore printing using everyday objects</li> <li>To make a printing block and print a repeating pattern</li> </ul> <p><i>Children make a polystyrene printing block and learn the technique of drawing into a block, rolling up with ink evenly and printing.</i></p>	<ul style="list-style-type: none"> <li>To explore mixing primary colours to make secondary colours</li> <li>To paint with control filling defined areas</li> </ul> <p><i>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></p>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>To reflect on my work</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work</li> </ul>
<b>Key Vocab</b>	<i>sketch, model, roll, slab, smooth, cut</i>	<i>sketch, print, printing block, etch, roll, even</i>	<i>sketch, primary colours, secondary colours, mix, flow, brushstroke</i>



Year 2			
Objectives			
Skill	Autumn - Painting	Spring - Sculpture	Summer - Printmaking
<b>Drawing</b>	<ul style="list-style-type: none"> <li>To draw using pencil focusing on weight of line, shape of object and enlarging to fill the page, and showing a tonal range</li> </ul> <p><i>Children can differentiate between areas of light and dark and demonstrate this in their drawing.</i></p>	<ul style="list-style-type: none"> <li>To draw using charcoal focusing on weight of line, shape of object and enlarging to fill the page, and showing a tonal range</li> </ul> <p><i>Children can differentiate between areas of light and dark and demonstrate this in their drawing.</i></p>	<ul style="list-style-type: none"> <li>To draw using pens focusing on weight of line, shape of object and enlarging to fill the page, and showing a tonal range</li> </ul> <p><i>Children can differentiate between areas of light and dark and demonstrate this in their drawing.</i></p>
<b>Significant Artists or Craftspeople</b>	<ul style="list-style-type: none"> <li>To discuss and compare the work of Rembrandt and Caravaggio within the Baroque period</li> <li>To discuss and compare the work of Paul Catherall within the Contemporary period</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and compare the work of Michelangelo, da Vinci and Sofonisba Anguissola within the Renaissance period</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and compare the work of Picasso, Kahlo and Dali within the Modern period</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>To mix secondary colours</li> <li>To paint with control filling defined areas</li> </ul> <p><i>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 strokes and covering the surface of paper.</i></p>	<ul style="list-style-type: none"> <li>To learn how to make a sphere and make a pinch pot for slurry</li> <li>To learn to roll a slab and coils and use crosshatching and slurry to join clay</li> </ul> <p><i>Children use a rolling pin to roll a smooth, flat slab and cut out a circular base. Children learn how to roll even coils and attach them to the slab using cross hatching and slurry to build layers of coils.</i></p>	<ul style="list-style-type: none"> <li>To explore printing using everyday objects</li> <li>To make a printing block and create a two colour print</li> </ul> <p><i>Children make a polystyrene printing block and learn the technique of drawing into a block, rolling up with ink and printing. Children repeat the process and print in a second colour.</i></p>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>To reflect on my work and identify what I would change</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work and identify what I would change</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work and identify what I would change</li> </ul>
<b>Key Vocab</b>	<i>primary colours, secondary colours, mix, flow, brushstroke, collage</i>	<i>tone (light and dark), slab, coil, join, crosshatch, slurry</i>	<i>tone (light and dark), print, printing block, etch, roll, even</i>



Year 3			
Objectives			
Skill	Autumn - Printmaking	Spring - Sculpture	Summer - Painting
<b>Drawing</b>	<ul style="list-style-type: none"> <li>To draw using different grades of pencil focusing on proportion and shading of objects</li> </ul> <p><i>Teacher to demonstrate where the larger and smaller areas within an object are and how to shade to show areas that are in light/dark.</i></p>	<ul style="list-style-type: none"> <li>To draw using charcoal focusing on proportion and shading of objects</li> </ul> <p><i>Teacher to demonstrate where the larger and smaller areas are within an object and how to shade to show areas that are in light or dark.</i></p>	<ul style="list-style-type: none"> <li>To draw using different thicknesses of pens focusing on proportion and shading of objects</li> </ul> <p><i>Teacher to demonstrate where the larger and smaller areas within an object are and how to shade to show areas that are in light or dark.</i></p>
<b>Significant Artists or Craftspeople</b>	<ul style="list-style-type: none"> <li>To discuss the work of cave painters and their role in the Prehistoric period</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the work of potters and their role in the Ancient period</li> </ul> <p><b>Trip idea:</b> Museum of London/British Museum</p>	<ul style="list-style-type: none"> <li>To discuss the work of Monet and Van Gogh and their role in the Impressionism and Post-Impressionism period</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>To construct a two-layered paper printing block</li> <li>To print using a paper printing block</li> </ul> <p><i>Children construct a paper block working from a simple shape, using two layers of heavyweight sugar paper, PVA glue and glue spreader. Children learn to roll up a block and make an even print.</i></p>	<ul style="list-style-type: none"> <li>To learn to construct with slabs standing vertically on a base</li> <li>To apply surface decoration texture in relief</li> </ul> <p><i>Children roll one large slab and cut out shapes using a template to construct a box, joining sides using cross hatching and slurry. Roll another slab and cut out the lid shape and decorate this by drawing in using modelling tools.</i></p>	<ul style="list-style-type: none"> <li>To explore different watercolour painting techniques</li> <li>To use watercolours to create a painting</li> </ul> <p><i>Teacher to demonstrate techniques e.g. blending, wet brush, dry brush, layers, washes etc. using a thick and a thin brush.</i></p>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>To reflect on my work and identify what I would change and improve on</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work and identify what I would change and improve on</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work and identify what I would change and improve on</li> </ul>
<b>Key Vocab</b>	<i>proportion, shade, paper block, spread, roll, even</i>	<i>proportion, shade, template, join, texture, relief</i>	<i>proportion, shade, wash, blend, layer</i>



Year 4			
Objectives			
Skill	Autumn - Sculpture	Spring - Printmaking	Summer - Painting
<b>Drawing</b>	<ul style="list-style-type: none"> <li>To draw using different grades of pencil focusing on proportion, position and shading of objects</li> </ul> <p><i>Teacher to demonstrate where to draw objects in relation to the other.</i></p>	<ul style="list-style-type: none"> <li>To draw using charcoal and chalk focusing on proportion, position and shading of objects</li> </ul> <p><i>Teacher to demonstrate where to draw objects in relation to the other.</i></p>	<ul style="list-style-type: none"> <li>To draw using different thicknesses of pen focusing on proportion, position and shading of objects</li> </ul> <p><i>Teacher to demonstrate where to draw objects in relation to the other.</i></p>
<b>Significant Artists or Craftspeople</b>	<ul style="list-style-type: none"> <li>To discuss the work of metalworkers and their role in the Prehistoric period</li> <li>To discuss the work of Alexander Calder</li> </ul> <p><b>Trip idea:</b> <i>The Line sculpture trail</i></p>	<ul style="list-style-type: none"> <li>To discuss the work of Kandinsky and Miro and their role in the Modern period.</li> <li>To discuss the work of Victoria Topping and her role in the Contemporary period.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the work of fresco painters and their role in the Ancient Classical period</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>To experiment, construct and join using wire</li> <li>To create a sculpture using wire</li> </ul> <p><i>Children learn how to work safely when working with metal wire and tools. Children can manipulate wire to create different forms and joins.</i></p>	<ul style="list-style-type: none"> <li>To construct a three-layered paper printing block and using etching to add final details</li> <li>To print using a paper printing block</li> </ul> <p><i>Children construct a paper block using three layers of heavyweight sugar paper, PVA glue and glue spreader. Children learn how to etch into the top layer with a biro, to roll on a block and make an even print.</i></p>	<ul style="list-style-type: none"> <li>To learn to mix watercolours and create different effects</li> <li>To use watercolour to create a painting</li> </ul> <p><i>Children learn different watercolour painting techniques e.g. build up layers to make a range of colours, understanding transparency, washes and opaque colour.</i></p>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on</li> </ul>
<b>Key Vocab</b>	<i>proportion, position, shade, form, bend, join</i>	<i>proportion, position, shade, roll, even, etch</i>	<i>proportion, position, shade, layer, washes, opaque, transparent</i>



Year 5			
Objectives			
Skill	Autumn - Sculpture	Spring - Painting	Summer - Printmaking
<b>Drawing</b>	<ul style="list-style-type: none"> <li>To draw using different grades of pencil focusing on creating a composition and adding texture</li> </ul> <p><i>Children select from a range of objects, creating their own composition. Teacher models creating different textures e.g. cross hatching, dots etc.</i></p>	<ul style="list-style-type: none"> <li>To draw using charcoal and chalk focusing on creating a composition and adding texture</li> </ul> <p><i>Children select from a range of objects, creating their own composition. Teacher models creating different textures e.g. cross hatching, dots.</i></p>	<ul style="list-style-type: none"> <li>To draw using different thicknesses of pen focusing on creating a composition and adding texture</li> </ul> <p><i>Children select from a range of objects, creating their own composition. Teacher models creating different textures e.g. cross hatching, dots.</i></p>
<b>Significant Artists or Craftspeople</b>	<ul style="list-style-type: none"> <li>To discuss the work, methods and techniques of woodworkers and their role in the early Medieval period.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the work, methods and techniques of Basquiat, Warhol and Kusama and their roles in the Contemporary period.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the work, methods and techniques of potters and their role in the Ancient Islamic period. use a</li> </ul> <p><b>Trip idea:</b> British Museum - Islamic World gallery</p>
<b>Create</b>	<ul style="list-style-type: none"> <li>To learn to make freestanding or more complex clay work that is creative but structurally strong.</li> <li>To learn to apply surface decoration by moulding clay and by drawing in relief using modelling tools.</li> </ul> <p><i>Children learn how to make a structurally strong free standing sculpture, understanding that the base has to provide strong support and balance.</i></p>	<ul style="list-style-type: none"> <li>To develop painting techniques and incorporate them in my work.</li> <li>To use stylistic and expressive ways of painting.</li> </ul> <p><i>Teacher to demonstrate techniques e.g. blending, wet brush, dry brush, scumbling, washes using a thick and a thin brush. Discuss how technique can be used to express emotions and mood.</i></p>	<ul style="list-style-type: none"> <li>To make a lino block print.</li> <li>To print a repeating pattern using a lino block print</li> </ul> <p><i>Children learn how to carve into a lino using a lino cutter. Children repeat the print by joining to the previous print.</i></p>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work and compare it to other's work and identify what I would change and improve on.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on.</li> </ul>
<b>Key Vocab</b>	<i>composition, texture, expressive, freestanding, structure, moulding</i>	<i>composition, texture, expressive, free associating elements, scumbling, washes</i>	<i>composition, texture, expressive, lino block, lino cutter, carve</i>



Year 6			
Objectives			
Skill	Autumn - Printmaking	Spring - Painting	Summer - Sculpture
Drawing	<ul style="list-style-type: none"> <li>To draw, selecting different thicknesses of pens focusing on creating a composition and adding texture.</li> </ul> <p>Children choose a grade or grades of pencil most appropriate to creating a desired effect.</p>	<ul style="list-style-type: none"> <li>To draw, selecting different charcoals and chalks focusing on creating a composition and adding texture.</li> </ul> <p>Children choose a grade or grades of pencil most appropriate to creating a desired effect.</p>	<ul style="list-style-type: none"> <li>To draw, selecting different grades of pencil focusing on creating a composition and adding texture.</li> </ul> <p>Children choose a grade or grades of pencil most appropriate to creating a desired effect.</p>
Significant Artists or Craftspeople	<ul style="list-style-type: none"> <li>To discuss the work, methods and techniques of Lubaina Himid, Khaled Morad and Richard Kimbo and their roles in the Contemporary period.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the work, methods and techniques of Ai Weiwei, Esiri Erheriene-Essi and Tammam Azzam and their roles in the Contemporary period.</li> </ul> <p><b>Trip idea:</b> Dulwich Picture Gallery - Gallery Enquiry - Conflict</p>	<ul style="list-style-type: none"> <li>To discuss the work, methods and techniques of Olafur Eliasson, Yi Dai and John Akomfrah and their roles in the Contemporary period.</li> </ul>
Create	<ul style="list-style-type: none"> <li>To make a lino block print.</li> <li>To create a two-colour print</li> </ul> <p>Children learn how to carve into a lino using a lino cutter and make a print. After cleaning the block, children can make further carvings and print over the last in a second colour.</p>	<ul style="list-style-type: none"> <li>To incorporate different painting techniques into my work.</li> <li>To select own stylistic and expressive ways of painting responding to the theme 'crossing borders'.</li> </ul> <p>Teacher to demonstrate techniques e.g. blending, wet brush, dry brush, scumbling, washes etc. using a thick and a thin brush. Discuss how technique can be used to express emotions and mood.</p>	<ul style="list-style-type: none"> <li>To experiment with, construct and join recycled materials.</li> <li>To create a sculpture responding to the theme 'sustainability'.</li> </ul> <p>Children learn how to make a structurally strong freestanding sculpture using sustainable, recycled or reused materials, understanding that the base has to provide strong support and balance.</p>
Evaluate	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on my work, compare it to other's work and identify what I would change and improve on.</li> </ul>
Key Vocab	composition, texture, expressive, lino block, lino cutter, carve	composition, texture, expressive, blend, scumbling, washes	composition, texture, expressive, freestanding, structure, sustainable material