



	EYFS	Year 1/2	Year 3/4	Year 5/6
Drawing	<p>To explore a variety of media and textures. To draw using their imagination and by looking at their environment.</p>	<p><u>Portraits:</u> To respond to starting points and explore ideas. To describe similarities and differences, to make links to own work. To be able to draw lines of varying thickness. To use a variety of materials to draw.</p>	<p>To investigate different marks that can be made using pencils. To compare own work with the work of notable artists. To explore shading techniques and investigate light, medium and dark tone. To develop own work as a starting point, with a focus on pattern, line and shape. To use a viewfinder to select and record observations of linear patterning in natural objects. To compare ideas, methods and approaches in own and other's work.</p>	<p>To enlarge and develop own work using layering methods. To investigate the work of notable artists to develop ideas. To work in both positive and negative, using rubbers to remove graphite work. To enlarge own drawings and use selected media to develop work. To understand the visual element of tone. To respond to portraits from different times and styles.</p>
Painting	<p>To explore colours Mix colours Use a variety of sizes and shapes of paper Explore the use of different types of paint: water colour, poster and powder. Explore painting with a variety of tools and everyday objects.</p>	<p><u>Colour Chaos:</u> To be able to name primary and secondary colours. To be able to mix primary colours to make secondary colours. To use key vocabulary including primary, secondary, neutral, tint, shade, warm, cool, sweep, dab and bold.</p>	<p>To be able to mix colour tints. To use a variety of thick paint and short brush strokes appropriately. To use direct observation as a starting point for work. To understand and use the techniques of 'tonking' and 'sgraffito' To use multi-shaped and textured surfaces. To compare ideas and approaches. To review, evaluate and develop ideas.</p>	<p>To produce multi-surface images. To compare ideas, methods and approaches in Fauvist paintings. To mix and match colours and experiment with different tools and techniques. To apply their knowledge and understanding of line, shape, colour and texture in developing a response to a notable artist's work. To focus on line and contour in recording from direct observation. To understand the work of cubists.</p>
Collage	<p>Use materials and media to create collages. Explore cutting, sticking and attaching using a variety of tools and techniques.</p>	<p><u>Landscapes and Cityscapes:</u> To be able to experiment with different brushes and brush strokes. To use a combination of materials. To sort and arrange materials.</p>	<p>To be able to use collage to mix colour and shades. To investigate positive and negative images related to Matisse. To develop cutting and sticking skills. To investigate and combine the visual qualities of materials</p>	<p>To use a viewfinder to select and record from first hand observation. To investigate and combine visual and tactile qualities of materials and processes to make collages. To talk about their own work and that of others and develop</p>

		To describe and express an opinion on the work of notable artists.	and processes and match these to the purpose of their work. To be able to transpose imagery using different media and techniques.	and modify ideas in light of these discussions. To respond to the work of notable artists. To review and modify work as it progresses.
Print Making	Explore printing using a variety of media and materials. Explore the effects of printing with every day objects. Notice the patterns created by these printing patterns.	Joan Miro: To use dots and lines to demonstrate pattern and texture. To copy an original print. To use a variety of materials. To demonstrate a range of techniques. To describe and express opinions of a notable artist. To use inspiration from a notable artist to create their own work and then compare.	To be able to use a variety of materials under the printing surface to show texture. To use mono-printing and explore colour and surface. To transpose a design onto press print relief blocks. To make collograph blocks. To explore surfaces and techniques when printing. To respond to the work or other artists and cultures. To develop the ability to adapt their own work based on their own views and the responses of others.	To produce a reduction block print using press print. To record and reflect on the reduction printing process. To develop unique state prints using Press Print reduction blocks and coloured tissue. To compare ideas and adapt their work according to their views. To investigate and use the batik process.
Textiles	Explore the textures and properties of different materials. Begin to use a variety of media to construct and create.	Fabricate: To show pattern by weaving. To use dyeing technique to alter a textile's colour and pattern. To decorate textiles with glue or stitching, to add colour and detail. To use key vocabulary: textiles, fabric, weaving, woven, loom, decoration, resist.	To explore patterning from other countries. To explore dip dye to create backgrounds. To print collograph blocks onto fabric. To understand rotation and reflection. To explore resist dip dye methods. To develop designs from direct observations. To respond to the work or other artists and to develop the ability to adapt their own work based on their own views and the responses of others.	To investigate and reform visual and tactile qualities using construction and destruction processes. To apply their experiences of materials and processes to form fabric relief panels. To apply their experience of batik process and develop their control of tools and techniques. To develop batik designs in response to the work of Gaudi. To respond to the work of other artists. To use natural and made materials to produce a multi-media weaving.
3D	Model using imagination. Explore a variety of ways of joining materials and media. Begin to mould using clay, dough, food and plasticine.	Let's Sculpt: To try different materials and methods to improve. To use a variety of natural, recycled and manufactured materials for sculpting.	To use gummed tape to create 3D form. To transfer designs to a 3D artefact. To create inlaid clay designs. To create a design related to a purpose.	To respond to the figurative sculptures and create forms in response to the work of Giacometti. To create 3D forms using methods such as modroc and tissue paper and PVA.

		<p>To use a variety of techniques, eg. rolling, cutting and pinching.</p> <p>To use a variety of shapes, including lines and texture.</p> <p>To use key vocabulary: sculpture, statue, model, 3D, carving, installation and materials.</p>	<p>To be able to experiment with clay coils to make a 3D form.</p>	<p>To respond to the work of Moore. To compare and comment on their own and other's work.</p> <p>To research the work of crafts people over different time periods and cultures.</p> <p>To create their own clay work , applying knowledge of previously learned techniques.</p> <p>To review, modify and adapt their work.</p>
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Community, Responsibility, Endeavour, Confidence, Curiosity, Grace

Massive Minds, Huge Hearts, Guided by God

"Like a tree, planted by streams of water, in all that we do, we will prosper"