



Art Long Term Plan -Enquiry Questions



| | Autumn | | Spring | | Summer | |
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| Nursery | Nursery Art Themes (linking with Expressive Art and Design from EYFS Development Matters) | | | | | |
| | Me, My Family & My School | Let's Celebrate | Rhyme-time (Julia Donaldson) | Superheroes | On the farm – Jack and the Beanstalk | Wild animals – around the world |
| | Reception to Year 6- Kapow Enquiry Questions | | | | | |
| Reception | How can I make marks? | | How can I express myself with paint? | | How can I make 3D models? | |
| Year One | How can you manipulate paper to create a 3-D sculpture? | | How do artists create a colour splash? | | How do artists use tools to create different lines and texture? | |
| Year Two | How do artists use texture? | | How can clay be used in everyday life? | | How do artists portray maps? | |
| Year Three | How did the Egyptians use patterns and create new materials? | | How can you manipulate card to create a 3-D sculpture? | | How can we use shading and tone to create realistic, accurate drawings? | |
| Year Four | Which printing method do you find most effective? | | How can you use colour to show light and dark? | | How can you create a repeated pattern suitable for fabric? | |
| Year Five | How can I create a self-portrait? | | How can installation art communicate an idea? | | What is Retrofuturism? | |
| Year Six | How do materials and composition portray mood? | | Can I recreate a famous piece of art in photorealistic style? | | Can I expressively develop artwork in my own style? | |

Art Long Term Plan -Early Years/National Curriculum Content

| Nursery | Autumn 1 Me, My Family & My School | Autumn 2 Let's Celebrate | Spring 1 Rhyme-time (Julia Donaldson) | Spring 2 Superheroes | Summer 1 On the farm – Jack and the Beanstalk | Summer 2 Wild animals – around the world |
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| <p>EYFS Development Matters</p> | <ul style="list-style-type: none"> - Explore different materials freely, in order 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, like happiness, sadness, fear etc. | <ul style="list-style-type: none"> - Explore different materials freely, in order 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, like happiness, sadness, fear etc. - Explore colour and colour-mixing. | <ul style="list-style-type: none"> - Explore different materials freely, in order 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. | <ul style="list-style-type: none"> - Explore different materials freely, in order 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. | <ul style="list-style-type: none"> - Explore different materials freely, in order 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 | <ul style="list-style-type: none"> - Explore different materials freely, in order 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 |

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| | | | <ul style="list-style-type: none"> - 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, like happiness, sadness, fear etc. - Explore colour and colour-mixing. | <ul style="list-style-type: none"> - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. | <ul style="list-style-type: none"> - and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. | <ul style="list-style-type: none"> - and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing. |
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| Reception | Autumn How can I make marks? | Spring How can I express myself with paint? | Summer How can I make 3D models? |
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| Physical Development Early Learning Goal (ELG) | <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-Develop overall body-strength, balance, co-ordination and agility.</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-ELG: Fine Motor Skills> Begin to show accuracy and care when drawing.</p> | <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-ELG: Fine Motor Skills> Begin to show accuracy and care when drawing.</p> <p>-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> | <p>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-Develop overall body-strength, balance, co-ordination and agility.</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-ELG: Begin to show accuracy and care when drawing</p> |
| Expressive Arts and Design Early Learning Goal (ELG) | <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with materials> Share their creations, explaining the process they have used.</p> | <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-ELG: Creating with materials> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-ELG: Creating with Materials> Share their creations, explaining the process they have used.</p> |

| Year One | Autumn How can you manipulate paper to create a 3-D sculpture? | Spring How do artists create a colour splash? | Summer How do artists use tools to create different lines and texture? |
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| <p>Making Skills (including Formal Elements)</p> | <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Explore and analyse a wider variety of ways to join and fix materials in place. <p>Formal Elements</p> <ul style="list-style-type: none"> - Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. - Form: Know that three-dimensional art is called sculpture. - Shape: Know paper can be shaped by cutting and folding it. | <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. <p>Formal Elements</p> <ul style="list-style-type: none"> - Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> - Red + yellow = orange - Yellow + blue = green - Blue + red = purple - Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. - Tone: Know that there are many different shades (or 'hues') of the same colour. - Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. | <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Develop observational skills to look closely and reflect surface texture. <p>Formal Elements</p> <ul style="list-style-type: none"> - Shape: Know a range of 2D shapes and confidently draw these. - Line: Know that drawing tools can be used in a variety of ways to create different lines. - Line: Know lines can represent movement in drawings. - Texture: Know that texture means 'what something feels like'. - Texture: Know different marks can be used to represent the textures of objects. - Texture: Know different drawing tools make different marks. |
| <p>Generating Ideas</p> | <ul style="list-style-type: none"> - Explore their own ideas using a range of media. | <ul style="list-style-type: none"> - Explore their own ideas using a range of media. | <ul style="list-style-type: none"> - Explore their own ideas using a range of media. |
| <p>Use of sketchbooks</p> | <ul style="list-style-type: none"> - Use sketchbooks to explore ideas. | <ul style="list-style-type: none"> - Use sketchbooks to explore ideas. | <ul style="list-style-type: none"> - Use sketchbooks to explore ideas. |
| <p>Knowledge of Artists</p> | <ul style="list-style-type: none"> - Will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work - Some artists are influenced by things happening around them. | <ul style="list-style-type: none"> - Will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | <ul style="list-style-type: none"> - Will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work |

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| | <ul style="list-style-type: none"> - Artists living in different places at different times can be inspired by similar ideas or stories. - Artists choose materials that suit what they want to make. - | | <ul style="list-style-type: none"> - Understand how artists choose materials based on their properties in order to achieve certain effects. |
| Evaluating | <ul style="list-style-type: none"> - Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people. | <ul style="list-style-type: none"> - Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people. | <ul style="list-style-type: none"> - Describe and compare features of their own and others' artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people. |

| Year Two | Autumn How do artists use texture? | Spring How can clay be used in everyday life? | Summer How do artists portray maps? |
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| Making Skills (Including Formal Elements) | <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Further demonstrate increased control with a greater range of media. - Make choices about which materials and techniques to use to create an effect. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. - Explore and analyse a wider variety of ways to join and fix materials in place. | <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Further demonstrate increased control with a greater range of media. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - | <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Further demonstrate increased control with a greater range of media. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - |

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| Generating Ideas | <ul style="list-style-type: none"> - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | <ul style="list-style-type: none"> - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | <ul style="list-style-type: none"> - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. |
| Use of sketchbooks | <ul style="list-style-type: none"> - Use sketchbooks to explore ideas. | <ul style="list-style-type: none"> - Experiment in sketchbooks, using drawing to record ideas. - Use sketchbooks to help make decisions about what to try out next. | <ul style="list-style-type: none"> - Experiment in sketchbooks, using drawing to record ideas. |
| Knowledge of Artists | <ul style="list-style-type: none"> - Will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - Talk about art they have seen using some appropriate subject vocabulary. - Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect | <ul style="list-style-type: none"> - Will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - Talk about art they have seen using some appropriate subject vocabulary. - Create and critique both figurative and abstract art, recognising some of the techniques used. - | <ul style="list-style-type: none"> - Will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - Talk about art they have seen using some appropriate subject vocabulary. - Create work from a brief, understanding that artists are sometimes commissioned to create art. - Create and critique both figurative and abstract art, recognising some of the techniques used. |
| Evaluating | <ul style="list-style-type: none"> - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. - Begin to talk about how they could improve their own work. - Talk about how art is made. | <ul style="list-style-type: none"> - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. - Begin to talk about how they could improve their own work. - Talk about how art is made. | <ul style="list-style-type: none"> - Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. - Begin to talk about how they could improve their own work. - Talk about how art is made. |

| Year Three | Autumn How did the Egyptians use patterns and create new materials? | Spring How can you manipulate card to create a 3-D sculpture? | Summer How can we use shading and tone to create realistic, accurate drawings? |
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| Making Skills (Including Formal Elements) | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. |

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| | <ul style="list-style-type: none"> - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. | <ul style="list-style-type: none"> - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. | <ul style="list-style-type: none"> - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. |
| Generating Ideas | <ul style="list-style-type: none"> - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | <ul style="list-style-type: none"> - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. | <ul style="list-style-type: none"> - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. |
| Use of sketchbooks | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas - Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas - Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. |
| Knowledge of Artists | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Consider how to display artwork, understanding how artists consider their viewers and the impact on them. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. |
| Evaluating | <ul style="list-style-type: none"> - Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. | <ul style="list-style-type: none"> - Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. | <ul style="list-style-type: none"> - Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. |

| Year Four | Autumn Which printing method do you find most effective? | Spring How can you use colour to show light and dark? | Summer How can you create a repeated pattern suitable for fabric? |
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| Making Skills (Including Formal Elements) | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Use growing knowledge of different materials, combining media for effect. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. |
| Generating Ideas | <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. |
| Use of sketchbooks | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. |
| Knowledge of Artists | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Use subject vocabulary confidently to describe and compare creative works. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Use subject vocabulary confidently to describe and compare creative works. - Understand how artists use art to convey messages through the choices they make. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Use subject vocabulary confidently to describe and compare creative works. - Work as a professional designer does by collating ideas to generate a theme. |
| Evaluating | <ul style="list-style-type: none"> - Use more complex vocabulary when discussing their own and others' art. | <ul style="list-style-type: none"> - Use more complex vocabulary when discussing their own and others' art. - Discuss art, considering how it can affect the lives of the viewers or users of the piece. | <ul style="list-style-type: none"> - Use more complex vocabulary when discussing their own and others' art. - Evaluate their work more regularly and independently during the planning and making process. |

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| | | - Evaluate their work more regularly and independently during the planning and making process. | |
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| Year Five | Autumn How can I create a self-portrait? | Spring How can installation art communicate an idea? | Summer What is Retrofuturism? |
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| Making Skills (Including Formal Elements) | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. - Combine a wider range of media, e.g. photography and digital art effects. - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. - Combine a wider range of media, e.g. photography and digital art effects. - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. |
| Generating Ideas | <ul style="list-style-type: none"> - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | <ul style="list-style-type: none"> - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | <ul style="list-style-type: none"> - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. |
| Use of sketchbooks | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. |

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| Knowledge of Artists | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Discuss how artists create work with the intent to create an impact on the viewer. - Consider what choices can be made in their own work to impact their viewer. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Discuss how artists create work with the intent to create an impact on the viewer. - Consider what choices can be made in their own work to impact their viewer. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. - Combine a wider range of media, e.g. photography and digital art effects. - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. |
| Evaluating | <ul style="list-style-type: none"> - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | <ul style="list-style-type: none"> - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | <ul style="list-style-type: none"> - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

| Year Six | Autumn How do materials and composition portray mood? | Spring Can I recreate a famous piece of art in photorealistic style? | Summer Can I expressively develop artwork in my own style? |
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| Making Skills (Including Formal Elements) | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. | <ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. |

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| | <ul style="list-style-type: none"> - Combine materials and techniques appropriate to fit with ideas. - Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. | | <ul style="list-style-type: none"> - Combine materials and techniques appropriate to fit with ideas. - Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. |
| Generating Ideas | <ul style="list-style-type: none"> - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. | <ul style="list-style-type: none"> - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. | <ul style="list-style-type: none"> - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| Use of sketchbooks | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. | <ul style="list-style-type: none"> - To use sketch books to record their observations and use them to review and revisit ideas. - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| Knowledge of Artists | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. - Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. - Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. | <ul style="list-style-type: none"> - To be taught about great artists, architects and designers in history. - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. |
| Evaluating | <ul style="list-style-type: none"> - Give reasoned evaluations of their own and others' work which takes account of context and intention. - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | <ul style="list-style-type: none"> - Give reasoned evaluations of their own and others' work which takes account of context and intention. - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. - Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | <ul style="list-style-type: none"> - Give reasoned evaluations of their own and others' work which takes account of context and intention. - Discuss how art is sometimes used to communicate social, political, or environmental views. - Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. |

- Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.
- Art can represent abstract concepts, like memories and experiences.
- Sometimes people make art to create reactions.
- People use art as a means to reflect on their unique characteristics.

- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.