

Clay	Construct and build simple objects. Shape and model materials from observation and imagination using a variety of recycled, natural and manmade materials).	Use materials such as clay, to form 3D pieces. Impress and apply	Investigate clay. Revisit rolling, coiling, impressing.	Develop confidence working with clay. Revisit previous techniques – roll, slab, coil.	Further develop confidence working with clay. Build on previous knowledge of how clay works.	Confidently work with clay drawing on previously taught knowledge.	Continue to develop Clay work – model and develop work through combination of techniques – pinch, slab and coil work
	Roll and flatten clay Make impressions in clay with found objects (Epiphany stars)	Intro Slabbing technique. Create a 3D plaque.	Roll clay into spheres. Join balls with score and slip technique.	(Greek inspired vase/pot) Roll clay into two spheres. Intro thumb pot technique. Smooth surfaces. Create a hole in one pot pre joining. Join the two pots with score and slip – smooth join.	(body forms) Combine previous skills to create a 3D sculpture inspired by Moore/Hepworth. Slab base. Smooth. Roll, coil, pinch to create form/limbs. Attach to base with score and slip method. Smooth.	Clay work – model and develop work through combination of techniques – pinch, slab and coil work. (Egyptian canopic jars &lids)	Demonstrate ways of finishing work for presentation E.g. glazing, painting, sanding
	Roll and sculpt shapes (minibeasts - Superworm)	Apply shapes to slab with score and slip method. Add details by impressing or carving with simple tools Enhance with paint.	Add features (Polar animal),eg, wings, legs, feet, tail	Produce more intricate surface patterns/ textures to work. Add colour once clay has dried.	Use sketchbook to explore ideas and trial various forms inspired by sculptors	Confidently join clay parts with score and slip method. Develop finishing /refining of work Eg. Smoothing, painting, detailed carving, ‘glazing’ (PVA)	Secure work to continue at a later session. Work in both relief and freestanding form using a range of media eg salt dough, modroc (Fossils)(Body forms)
	Roll, coil, carve (ammonites)	(Lighthouse tile designs)	Use score/slip and pinching. Add texture with tools. Intro smoothing.	Use a sketchbook to plan, collect & develop ideas inspired by classical Greek designs. To record explorations & try out ideas		***Compare work with other sculptors – Giacometti. Body forms –compare with Y4 styles Gain experience in modelling over an armature (e.g. wire/wood frame	
	Upcycle/recycling Objects to create sculptures joins using masking and sticking tape, glue (Superhero)	Use sketchbook to plan possible designs	Use a sketchbook to plan and develop simple ideas and making simple informed choices.				
	Playdoh , pastry and clay use cutters		Look at sculptures by known artists and natural objects as starting points for own work.				***

						<p>with Modroc covering)</p> <p>Design and create sculpture, both small and large scale. Use sketchbooks to record thought inform, plan and develop ideas.</p>	<p>Recognise sculptural forms in the environment eg buildings</p>
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Paint	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5/6	Year 5/6
	<ul style="list-style-type: none"> *Experiment with and use primary colours *Name colours *Experiment with mixing colours (not formal). *Know how to hold a paintbrush *Use a range of tools and brush sizes to make marks on different colour, size and shapes of paper 	<ul style="list-style-type: none"> *Know the names of all primary and secondary colours. *Mix primary colours to create secondary colours on a colour wheel. *Use a range of tools to apply paint (different size brushes, sponges etc *Explore lightening and darkening paint. *Paint on different surfaces with a range of media. *Start to record simple media explorations in a sketch book 	<ul style="list-style-type: none"> Make colour wheels including being able to make lighter and darker tones of a colour. *Recognise warm and cold colours. *Control types of marks made with a range of techniques e.g. layering, mixing media and adding texture *Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums. *Select different size brushes to create different marks appropriate to 	<ul style="list-style-type: none"> *Make colour wheels (primary, secondary, tertiary and complementary colours). *Work with different size brushes to create different effects. *Apply colour using different techniques e.g. washes, stippling, blending, layering, scratching, texturing, splashing etc). *Use a sketchbook to record explorations and experimentation as well as planning ideas, colours and collecting source material for future work. 	<ul style="list-style-type: none"> *Colour mix considering light and dark tones (without the use of black). *Independently select the appropriate tools for the task (e.g. type of paint, size of brush, scale of paper etc). *Choose colours and painting styles to reflect and create mood. *Work in the style of a selected artist – NOT copying. * Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work. 	<ul style="list-style-type: none"> *Select colour for purpose (create feelings, mood, light, shade, hues and tones). *Confidently control the types of marks made and experiment with different effects and textures. *Start to develop own style using tonal contrast and mixed media. *Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work. 	<ul style="list-style-type: none"> *Select colour and technique for purpose (create feelings, mood, light, shade, hues and tones). *Work in a sustained and independent way, revisiting work over several sessions to evaluate and improve piece. *Use a sketchbook to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work and describe how they might develop it further. Annotate work in sketchbooks

			the desired outcome.				
Drawing	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5/6	Year 5/6
	<p>*Enjoy using a variety of drawing tools e.g. finger, sticks, pencil, coloured pencils, charcoal, pastels and chinks to create different types of marks.</p> <p>*Draw on different surfaces and coloured papers.</p> <p>*Use media to form recognisable shapes.</p> <p>*Produce patterns and textures from observations, artists' work and own imagination.</p>	<p>Experiment with a range of media.</p> <p>Draw from observation.</p> <p>*Draw on different surfaces.</p> <p>*Use a sketchbook to plan and develop simple ideas.</p> <p>*Experiment and investigate with how to create tone and texture e.g. by rubbing hatching, stippling, blending</p> <p>Drawing light/dark lines, patterns and shapes using a pencil</p>	<p>*Further investigate tone by drawing light/ dark lines, patterns and shapes using a pencil.</p> <p>*Draw from observation</p> <p>*Sketch to make quick records & annotate ideas.</p> <p>*Sketch from memory or imagination.</p> <p>*Draw on different surfaces using a range of media showing some control of the marks made</p>	<p>*Develop intricate patterns and marks with a variety of media.</p> <p>*Draw negative and positive shapes.</p> <p>*Show an awareness of objects having a third dimension and perspective.</p> <p>*Make initial sketches as a preparation for painting.</p> <p>*Use digital technology to produce drawings (see David Hockney iPad project)</p> <p>*Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p>	<p>*Make increasingly accurate drawings (people – focus on whole person; proportion and placement)</p> <p>*Experiment and make informed choices with various grades of pencils to show line, tone, more complex patterns and texture.</p> <p>*Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>* Draw for a sustained period of time at an appropriate level.</p>	<p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>*Make increasingly accurate drawings (people – focus on whole person; proportion and placement)</p> <p>*Understand perspective and use in their own work.</p> <p>Develop detailed drawings working on key elements particularly line, tone, pattern and texture.</p> <p>*Develop an awareness of composition, scale and proportion in</p>	<p>Draw accurately and with increasing confidence people and objects showing light and shade (reflections/shadows) from different directions.</p> <p>*Represent the texture of a surface using a range of mark making techniques.</p> <p>*Draw objects, landscapes using single point focal perspective and horizon.</p> <p>*Use sketchbooks to collect, record and plan for future works.</p> <p>Adapt work and describe how to develop it further.</p> <p>*Draw for a sustained period of time over a</p>

				* Draw for a sustained period of time at an appropriate level		drawings and paintings. *Represent the texture of a surface using a range of mark making techniques	number of sessions working on one piece. *Use sketchbooks to collect, record and plan for future works.
Knowledge about artists (suggested starting points)	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5/6	Year 5/6
	Georges Seurat Pointillism Monet watercolours/ Impressionism Andy Warhol printing- Pop art	Clarice Cliff design/sculpture Van Gogh (drawing and painting)	Ted Harrison (painting - landscapes) Matt Buckley (sculptor) Guiseppe Acrimboldo (fruit portraits)	Henri Rousseau (post- impressionism painting) Classical sculpture/design (linked to Ancient Greece) David Hockney (drawing iPad project)	Barbara Hepworth Henry Moore Alexander Archipenko (sculptors) Frieda Kahlo (painting and drawing)	Giacometti (Swiss sculptor) William Morris (nature - printing) Aboriginal Art	Edvard Munch David McEown (painting)