

| YEAR GROUP | TERMLY COVERAGE | | | | | |
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| | Autumn Term | | Spring Term | | Summer term | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Reception | Drawing | 3D work | Photography | Collage | Printing | Painting |
| (Running throughout) | Self-portraits (Pencils) | Clay Diwali Holders Modelling | | | Leaf printing | Sea Paintings Poster Paint |
| Develop Ideas from a range of Stimuli | <p>NUR -N/A Create simple representations of events and objects (taking inspiration from the world and community around them) Develop ideas and use materials in two and three dimensions. REC - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> | | | | | |
| Knowledge and Understanding (Taking inspiration from the work of others) | <ul style="list-style-type: none"> Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. Know how to explain what they are doing | | | | | |
| Select materials and techniques from a growing repertoire | <p>NUR -N/A REC <ul style="list-style-type: none"> Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. </p> | | | | | |
| Evaluating | <ul style="list-style-type: none"> Recognise and describe key features of their own work | | | | | |
| Appreciation | <ul style="list-style-type: none"> Explain likes/dislikes with respect to other pieces works of art | | | | | |
| Year 1 | Drawing | Photography/ICT | Painting | | Printing | 3D Work |
| | Self-Portraits (David Hockney) linked to Body | | Abstract Painting (David Thorpe) linked to space topic | | | Environmental Sculpture (3D) |
| Year 2 | Drawing | 3D Work | Clay | | Painting | Collage |
| (Running throughout) | Sketching | Junk Modelling Fire of London Buildings | Clay –Surrealism Joan Miro | | Landscapes – Watercolours The Surprise | |
| Develop Ideas from a range of Stimuli | <p>Y1 Draw from or talk about experiences, creative ideas and observations Y2 Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories</p> | | | | | |
| Knowledge and Understanding (Taking inspiration from the work of others) | <ul style="list-style-type: none"> Recognise and describe how different forms of creative works are made by artists, crafts makers and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (colour shape, tone etc.) | | | | | |
| Sketchbooks | <p>Y1 Children can use their class sketchbook to show the progression of their work Children can use their sketch book to show initial ideas, thoughts and feelings about a piece of art work Y2 Children can use their year groups sketch book to demonstrate their ideas through photos in their books. Use annotation in their books to show how their ideas have progressed. Children should keep notes in their sketch book about what changes they have or would make to their work. Can use their sketch book to show knowledge and art history that they have learnt</p> | | | | | |
| Select materials and techniques from a growing repertoire | <p>Y1 Describe the sensory properties of a range of different materials and decide which ones to use when making something Y2 Choose appropriate materials and techniques for a given project</p> | | | | | |

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| Evaluating | Y1 Outline personal likes and dislikes regarding their own work Y2 Explain the main successes and challenges encountered when completing a piece of art work | | | | | |
| Appreciation | Y1 Outline personal likes and dislikes regarding a piece of art Y2 Explain what they like/dislike about an artwork, comparing it with other pieces of art | | | | | |
| Year 3 | Drawing | Painting | Collage | Photography/ICT | 3D Work | |
| | Observational/Plants | Cave Painting | Landscapes | Animations | Clay (Greek Pots) | |
| Year 4 | Drawing 1/2 | Painting 1/2 | Printing | | Photography | Drawing/Painting |
| (Running throughout) | Charcoal/Pencil Industrial Images Drawing/Seasonal Oil | Victorian Glass Painting Marbling | Indian Block Printing | | Habitats/Animals Portraits | Graffiti Art (3) |
| Develop Ideas from a range of Stimuli | Y3 Identify interesting aspects of objects as a starting point for work Y4 Select and record visual and other information to develop ideas on a theme Develop ideas from starting points throughout the curriculum. <ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. | | | | | |
| Knowledge and Understanding (Taking inspiration from the work of others) | <ul style="list-style-type: none"> Discuss and describe some of the techniques used by notable artists, craft makers, sculptors, architects and designers. Create original pieces that are influenced by studies of others Demonstrate, how tools they have chosen to work with, should be used effectively and with safety. | | | | | |
| Sketchbooks | Y3 Children can use their sketch book to express likes and dislikes about a subject. Can use annotations to write an explanation of their sketch Use sketchbooks to record initial ideas and observations Can use their sketch book to show knowledge and art history that they have learnt Suggest improvements to their work that is in the sketch book Y4 Children can use their sketch book to express personal feelings about various subjects They can outline likes and dislikes of a piece of artwork Children can produce a montage all about themselves Sketch books are used to adapt and improve their original ideas The sketch book should had notes about the purpose of the work Can use their sketch book to show knowledge and art history that they have learnt | | | | | |
| Select materials and techniques from a growing repertoire | Y3 Explain the purpose of a given task and identify the ideal materials and tools for the job Y4 Investigate, combine and organise visual and tactile qualities of materials and processes when making something | | | | | |
| Evaluating | Y3 Make suggestions for ways to adapt/improve their art work Y4 Comment on similarities/differences between own and others' work, describing what they feel about both | | | | | |
| Appreciation | Y3 Use a range of artistic vocabulary to compare artworks of a particular genre or movement Y4 Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres | | | | | |
| Year 5 | Drawing | Clay | 3D work | Painting | Collage | Photography/ ICT |
| | Medieval V Modern Titanic Room Sketches (T3/4) | Medieval Pottery | Titanic | Natural Disasters Tutor Portraits | Titanic | Living Things/Habitats |
| Year 6 | Drawing | 3D | Painting | | Printing | ICT |
| (Running throughout) | Sketching – Animals (Tate Gallery) | Anderson Shelters | Blitz – Silhouettes Animals (Local Artist visit) | | Aboriginal/Paul Hipkiss | |

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| Develop Ideas from a range of Stimuli | <p>Y5 Explain how an idea has developed over time</p> <p>Y6 Explain intentions when developing ideas, identifying any changes and improvements made as work progresses</p> |
| Knowledge and Understanding (Taking inspiration from the work of others) | <ul style="list-style-type: none"> • Research, describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. • Create original pieces that show a range of influences and styles. • Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. |
| Sketchbooks | <p>Y5 Use their sketchbook to show how ideas have developed and improved</p> <p>Use annotations in the sketch book to show what further changes they would make</p> <p>Use their sketch book to show how children have compared and discussed ideas with others</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> <p>Y6 The sketch book should have detailed notes about items and pieces of work</p> <p>Children should make explicit reference to methods and skills used in art work they have created or artwork of others</p> <p>Sketch books should contain research on artists and links to how this has impacted upon the work created</p> <p>Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose</p> <p>Can use their sketch book to show knowledge and art history that they have learnt</p> |
| Select materials and techniques from a growing repertoire | <p>Y5 Combine a range of media within a piece of work and explain the desired effect</p> <p>Y6 Describe how the techniques and themes used by other artists and genres have been developed in their own work</p> |
| Evaluating | <p>Y5 Compare and comment on ideas/methods/approaches in own and others' work (relating to context)</p> <p>Y6 Explain how studying other artists' work has influenced and developed their own Adapt and refine own work in the light of evaluations</p> |
| Appreciation | <p>Y5 Explain how a piece of art work makes them feel, explaining views by reference to effects e.g. colour and pattern</p> <p>Y6 Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> |