



Art Coverage and Progression Framework **For EYFS, Key Stage 1 & Key Stage 2 2024**

At St. John's, we aim to develop a lifelong love and appreciation of art and design by providing children with an exciting and stimulating art curriculum. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. We recognise creative and artistic intelligence and aim to nurture it at every opportunity. We explore art through the different curriculum areas making conceptual links where appropriate. All children will be challenged as appropriate for their age and stage of development. Children from nursery to year 6 explore the seven formal elements of art through the progression of knowledge and skills covering five mediums; drawing, painting, collage, printing and 3D form. Children are encouraged to express themselves creatively, develop their ideas and record their experiences. This enables them to be authentic and explore their own identity as well as being curious about, respecting and connecting with others.

From year 1 onwards, children use sketchbooks to document their learning and creative journeys, where they have the opportunity to practise, review and revisit their ideas. We aim to give children access to a range of memorable experiences such as artist visits, art exhibitions, competitions, theme days and extra-curricular clubs. Children also spend time learning about a diverse range of artists linked to the five different mediums and are encouraged to 'read' the stories that artists tell. They learn how to be 'art detectives' and use the 'clues' present in the details of many great artworks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	All golden threads covered repeatedly throughout the year. Please refer to activity trackers, MTPs and see below.						
Year 1	Geography Observational Drawing – London Landmarks	History Remembrance – Poppy Printing	Christmas Drawing – Christmas Tree Scratch Art/Line Drawing	RE – Nativity Scene		Self Portraits	
				History - The Great Fire of London Painting – London Landscape			International Arts Day
				History - The Great Fire of London Collage – London Landscape			
Year 2	Geography Collage - Biomes	History Remembrance – Poppy Printing	Christmas Drawing – Stained Glass Christmas Card		Easter Card Painting	Self Portraits	
						International Arts Day	
Year 3		History Remembrance – Poppy Collage	Christmas Drawing – 3D Sphere/Bauble	History – Stone Age Sculpture – Clay Figures		Self Portraits	
					International Arts Day		
Year 4		History Remembrance – Clay Poppies	Christmas Painting &	History – Julius Caesar Charcoal Drawing		Self Portraits	
			Collage - Nativity Scene			International Arts Day	
Year 5		History Remembrance – Poppy Printing – Poly tiles	Christmas – Drawing – Local Landscape	History – Ancient Greece Sculpture – Greek Parthenon		Self Portraits	
			Christmas – Painting – Starry Night			International Arts Day	
Year 6		Christmas Drawing – Observational Drawing Holly/Poinsettia Plant		History – WW2/Battle of Britain Screen Printing (Visiting artist workshop?)		Self Portraits	
		Painting – Use drawing to create painted Christmas card				International Arts Day	



Progression in Art Skills and Knowledge

To facilitate progression in learning and pave the way for future learning, we have carefully designed our art units. To achieve this, we have explicitly defined the required knowledge, skills, specific vocabulary, and the way in which the Golden Threads of Art are interwoven throughout the curriculum. To enrich our art program, we also consider cross-curricular opportunities, organise visits and invite visitors, and identify suitable books, tutorials that could be utilized as resources. This document provides an overview of the key components of each art unit.



Nursery: Drawing	
Overview of Learning: Children are becoming familiar with mark making and exploring the tools and resources available to them to do this. They are beginning to express themselves creatively through drawing and are able to use a pen/pencil to draw a picture that holds meaning to them. Most children are able to talk about their drawings.	
By the end of Nursery, children should <i>know</i>: (knowledge)	By the end of Nursery, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • I know where the creative area is and how to use the different resources in there. (N2 FM) • I know different objects can be used to draw – pencil, pens, chalk. (N2 TM) • I know that an artist is someone who creates art for their job. 	<ul style="list-style-type: none"> • Explore the creative area using the different resources (N2 FM) • Represent familiar objects (family, themselves, animals etc) through independent drawing (N2 FiM) • Develop their own ideas and then decide which materials to use to express them. (N2 FiM) • Create a piece of art in the style of a famous artist. • Say what they like about a picture they have drawn.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know where the creative area is and how to use the different resources in there. (N2 FM) • I know different objects can be used to draw – pencil, pens, chalk. (N2 TM) 	Draw, pencil, pen, crayon, hold, grip, paper, point, line, picture, chalk, art, artist.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fine and gross motor development 	<ul style="list-style-type: none"> • Drawing from observation – Reception • Letter formation
Focus Artists/Movements:	Possible Cross Curricular links:
Children are exposed to a range of artists and art movements through books, animations and imagery. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form.	<ul style="list-style-type: none"> • CLL - Story Dough, mark making • UTW – Families, Plants and animals
Supporting Materials:	Local links/Visits/Visitors (where applicable):
Snail Trail: In Search of a Modern Masterpiece, Jo Saxon.	Visiting author/illustrator



Reception: Drawing	
Overview of Learning: Children are given the opportunity to continue to explore their own creativity. They are able to draw with more control adding meaningful detail to their drawings. Children are taught about observational drawing and are encouraged to look carefully at the subject as they draw. Children are supported to be able to talk about their drawings and explain the process they have used.	
By the end of Reception, children should <i>know</i>: (knowledge)	By the end of Reception, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • I know how to use a comfortable grip with good control when holding pens and pencils. (FM Move) • I know I can draw shapes/marks to represent objects/people (FM) • I know different objects can be used to draw (FM) 	<ul style="list-style-type: none"> • Represent familiar objects through independent drawing (FM) • Draw a representation of themselves understanding they need a head, arms, legs etc. (SM) • Use objects and famous artists to inspire own art (TM) • Have a go at drawing an object from observation (Fi) • Share their creations, explaining the process they have used (ELG) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know how to use a comfortable grip with good control when holding pens and pencils. (FM Move) • I know I can draw shapes/marks to represent objects/people (FM) • I know different objects can be used to draw (FM) 	Fingers, thumb, grip, pencil, chalk, crayon, draw, image, line, dot, artist, portrait, observe.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Correct use of creative resources • Represent familiar objects through independent drawing 	<ul style="list-style-type: none"> • Line drawing Y1 • Observational Drawing Y1
Focus Artists/Movements:	Possible Cross Curricular links:
Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form.	<ul style="list-style-type: none"> • Physical – Fine motor and gross motor skills • UTW – Observational drawing of vehicles, animals, plants • CLL – Drawing Club
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<ul style="list-style-type: none"> • The Dot by Peter H Reynolds • The Day the Crayons Quit by Drew Daywalt • The Pencil by Alan Ahlberg • Red a Crayon’s Story by Michael Hall • Ish, Peter H Reynolds Ish - Book Read Aloud - YouTube 	<ul style="list-style-type: none"> • Drawing landscapes of Penistone • Barnsley Rotary Club Art Competition • Penistone Arts Week • Author draw along



Year 1: Drawing

Overview of Learning: Children are taught about drawing from observation and what this means, they are encouraged to experiment with different types of line and demonstrate their ability to use different styles of line in a piece of art.

By the end of this unit, children should know: (knowledge)

By the end of this unit, children should be able to: (skills)



Christmas Card

- I know how to hold a pencil and move my hand so that I can draw lines that are straight, curved and zig-zagged.
- I know that sharp pencils draw fine lines and thick crayons draw thicker lines.
- I know that an observational drawing is where you have to look at the subject that you are drawing and draw

exactly what you see.

- I know that **Joan Miro** was an artist who created line drawings and paintings based on dreams.



Self Portrait

- I know what a mirror image is and can use a mirror correctly to help me explain this.
- I know what a self-portrait is and can talk about why we use the paper in a portrait orientation.

Christmas Card

- Explore using different lines in my sketchbook
- Draw using different types of line to create a piece of art.
- Compare different pieces of art by **Joan Miro** and say why I like/dislike about them.

Self Portrait

- Draw my facial features carefully using a light pencil line then add colour using a mirror image to help me.

Sticky Knowledge:

Vocabulary:

Christmas Card

- I know how to hold a pencil and move my hand so that I can draw lines that are straight, curved and zig-zagged.
- I know that different drawing materials draw different lines.
- I know that an observational drawing is where you have to look at the subject that you are drawing and draw exactly what you see.
- I know that Joan Miro was an artist who created line drawings.

Self Portrait


- I know what a mirror image is.
- I know what a self-portrait is.

Point, fine, thick, blunt, zig-zag, wavy, straight, mirror image, observation.



Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fine motor skill activities • Correct pencil grip 	<ul style="list-style-type: none"> • Tone and Shading Y2 • Observational drawing Y3
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Joan Miro 	<ul style="list-style-type: none"> • Geography – Drawing London landmarks • Maths – Reflection • Self Portrait - PSED - Transition
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p>Book - Miro's Magic Animals</p> <p>Easy Joan Miro Art Project and Joan Miro Coloring Page (artprojectsforkids.org)</p> <p>Artist demonstration: 3 ways to challenge yourself - National Portrait Gallery (npg.org.uk) – Self Portrait Preparation</p> <p>CBeebies Pablo - Live Lesson - BBC Teach</p>	<ul style="list-style-type: none"> • Barnsley Rotary Club Art Competition • Penistone Arts Week • Draw along author event



Year 2: Drawing	
Overview of Learning: Children begin to explore the meaning of tone and how to create this themselves in a piece of art.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<p>Christmas Card</p>  <ul style="list-style-type: none"> • I know what a stained glass window is. • I know the word tone means how light or dark something is. • I know tone can be achieved by applying different amounts of pressure when shading. • I know that Paul Klee is an artist who used colour and tone in his work 	<p>Christmas Card</p> <ul style="list-style-type: none"> • Begin to show dark and light (building up to shading) by applying appropriate pressure. • Demonstrate my ability to show different tones of the same colour. • Compare and make links between my work and the work of Paul Klee.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know the word tone means how light or dark something is. • I know tone can be achieved by applying different amounts of pressure when shading. 	<p>Tone, shading, stained glass, firm, gentle, graduated, gradients, subject matter.</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Colour exploration EYFS • Line drawing Y1 	<ul style="list-style-type: none"> • Adding tone to an observational drawing to create a 3D effect – Y3 • Using shading techniques to show light and shadow – Y4
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Paul Klee 	<ul style="list-style-type: none"> • RE – Features of a church
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p>The Cat and the Bird, Geraldine Elschner The Pencil, Allan Ahlberg Henri and the Machine, Isabelle Marinov</p>	<ul style="list-style-type: none"> • Barnsley Rotary Club Art Competition • Penistone Arts Week • Visit to Church in Autumn term



Year 3: Drawing

Overview of Learning: Children are taught how to bring their drawings to life by adding tone and shading. They learn to make a sphere look 3D by gradually shading from dark to light using the correctly pencil. Y3 also explore abstract art and create a self portrait in the style of Picasso.

By the end of this unit, children should know: (knowledge)

By the end of this unit, children should be able to: (skills)



Christmas Card

- I know the difference between a 2B and a HB pencil and begin to understand the grading levels of drawing pencils.
- I know that hatching and cross hatching are techniques used to add tone to drawings.



Self Portrait

- I know what abstract art is and the name of some famous abstract artists (**Picasso**).
- I know what the word proportion means.

- Sketch out the basic outline from observation, then add shading/colour to create depth.
- Shade from dark to light as observed on real objects.
- Add detail to their drawing using carefully observation.

Self Portrait

- Use a drawing guide to place facial features accurately.
- Draw a self portrait in an abstract style adding colour in a similar way to Picasso.

Sticky Knowledge:

Vocabulary:

- I know the difference between a 2B and a HB pencil.
- I know that hatching and cross hatching are techniques used to add tone to drawings.

2B pencil, HB pencil, lead, cross hatching, shadow, sphere, graduated, outline, observe, proportion, abstract.

Direct Links to prior learning:

Direct Links to future learning:

- Self portraits – Y1
- Exploring tone – Y2

- Shading (Charcoal) - Y4
- Tints (Painting) - Y4
- Landscape Drawing - Y5

Focus Artists/Movements:

Possible Cross Curricular links:

- Pablo Picasso

- Self Portrait - PSED - Transition

Supporting Materials:

Local links/Visits/Visitors (where applicable):

[Artist demonstration: how to get ready to draw - National Portrait Gallery \(npg.org.uk\)](http://npg.org.uk)

- Barnsley Rotary Club Art Competition
- Penistone Arts Week

[How to Shade a Sphere - Pencil Shading Tutorial \(youtube.com\)](https://www.youtube.com/watch?v=...)



Easy How To Draw an Abstract Self Portrait and Coloring Page
(artprojectsforkids.org)

Aaron Slater, Illustrator by Andrea Beaty

Art and Design: Pablo Picasso - BBC Teach



Year 4: Drawing

Overview of Learning: Children are taught that tone can be achieved using different techniques and are able to explore these in their sketchbook before applying them to a charcoal drawing. They also learn about African tribal art and apply this to their own art work.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)

Julius Ceaser

- I know that tone can be achieved using different techniques including; blending graduated shading, hatching, contour hatching, cross hatching and scumbling.
- I know how to hold and use a piece of charcoal for different effects.



International Arts Theme Day

- I know why different tribes in Africa created different patterns in their art.

- Use different shading techniques to show light and shadow effects with charcoal.
- Shade to create a realistic 3D effect.

International Arts Theme Day

- Create their own African inspired tribal art pattern.

Sticky Knowledge:

- I know that tone can be achieved using different techniques.
- I know how to hold and use a piece of charcoal for different effects.

Vocabulary:

Charcoal, contour, hatching, scumbling, tribal.

Direct Links to prior learning:

- Exploring tone – Y2
- Shading and tone – Y3

Direct Links to future learning:

- Landscape Drawing Y5
- Observational Drawing Y6

Focus Artists/Movements:

- African Tribal Art
- Charcoal Artists; Dennis Creffield, Kathe Kollwitz, Leon Kossoff (see link below)

Possible Cross Curricular links:

- History – The Romans
- Geography – International Arts Day

Supporting Materials:

[African art patterns for kids \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Top 5 Charcoal Artists - Cowling & Wilcox \(cowlingandwilcox.com\)](https://www.cowlingandwilcox.com/)

A History of Pictures for Children by David Hockney

Local links/Visits/Visitors (where applicable):

- Barnsley Rotary Club Art Competition
- Penistone Arts Week



Year 5: Drawing

Overview of Learning: In preparation for their painting project, children are taught about how to divide a landscape into fore-ground, middle-ground and back-ground. They complete a self portrait using their prior knowledge of observational drawing but add an abstract element to this. Children also learn about the Pop Art movement and create their own piece of work in this style.

By the end of this unit, children should know: (knowledge)

By the end of this unit, children should be able to: (skills)

Local Landscape (Link to Christmas Card)

- I know what is meant by the fore-ground, middle-ground and back-ground.
- I know what the horizon line is.



Self Portrait

- I know **Romero Britto** is a Brazillian artist who uses vibrant colours and bold patterns as a visual expression of hope, dreams and happiness.
- I know how to sketch out my facial features accurately and in the correct place.



International Arts Theme Day

- I can explain the features of Pop Art and name some famous American Pop Artists giving some examples of their work.

Local Landscape (Link to Christmas Card)

- Use thickness of line and depth of tones to create perspective.
- Create a landscape drawing from observation showing the fore-ground, middle-ground and back-ground.

Self Portrait

- Choose a colour palette for my piece of work.
- Design patterns and add these to my self portrait.

International Arts Theme Day

- Create a comic book strip style piece of art in the style of Roy Lichtenstein.

Sticky Knowledge:

- I know that tone can be achieved using different techniques.
- I know how to hold and use a piece of charcoal for different effects.
- I know Romero Britto is a Brazillian artist.
- I know how to sketch out my facial features accurately and in the correct place.
- I can explain the features of Pop Art and name some famous American Pop Artists.

Vocabulary:

Fore-ground, middle-ground and back-ground, horizon, depth, vibrant, Pop Art.

Direct Links to prior learning:

- Exploring tone – Y2
- Shading and tone – Y3
- Charcoal drawing – Y4

Direct Links to future learning:

- Christmas card – painting unit Y5
- Observational Drawing Y6



Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Romero Britto • Pop Art – Roy Lichtenstein 	<ul style="list-style-type: none"> • Geography – Local Area • Geography - Brazil • International Arts Day • Self Portrait - PSED - Transition
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p><u>About Romero Britto Castle Fine Art</u></p> <p><u>Romero Britto Colouring Book Castle Fine Art</u></p>	<ul style="list-style-type: none"> • Observational Drawing – Local landscape



Year 6: Drawing

Overview of Learning: Children in year 6 learn about how to measure proportion using the grid method. They create observational pencil sketches in preparation for their Christmas painting. Children are taught how to realistically represent textures in their drawing using shadows and shading to create depth. Children also learn about Japanese Manga art and create a portrait in this style.

By the end of this unit, children should know: (knowledge)

Christmas Foliage (Link to Christmas Card)

Holly, Eucalyptus, Poinsettia, Mistletoe

- I know how to measure proportion and translate this to paper.
- I know how to use different drawing pencils effectively.

International Arts Theme Day



- I know that Manga is immersive storytelling through pictures and the translation of the word Manga is 'pictures run riot'.

By the end of this unit, children should be able to: (skills)

Christmas Foliage (Link to Christmas Card)

- Realistically represent textures in my drawing
- Draw shadows accurately to create depth.
- Use a grid method to map out my drawing and show proportion.

International Arts Theme Day

- Draw a Japanese Manga portrait.

Sticky Knowledge:

- I know how to measure proportion and translate this to paper.
- I know how to use different drawing pencils effectively.

Vocabulary:

Fore-ground, middle-ground and back-ground, horizon, depth, colour palette, vibrant, Pop Art.

Direct Links to prior learning:

- Shading and tone – Y3
- Charcoal drawing – Y4
- Portrait drawing
- Observational Drawing

Direct Links to future learning:

- Christmas card – Painting Unit Y6
- KS3 Drawing

Focus Artists/Movements:

- Manga

Possible Cross Curricular links:

- International Arts Day

Supporting Materials:

[How to Draw a Manga Kid Face in Front View \(youtube.com\)](https://www.youtube.com/watch?v=...)

Local links/Visits/Visitors (where applicable):

[All About Japanese Manga PowerPoint \(teacher made\) - Twinkl](https://www.twinkl.com/...)

- Barnsley Rotary Club Art Competition
- Penistone Arts Week
- Lucy Strutt – Professional Artist – To lead International Arts Project



Nursery: Painting	
Overview of Learning: Children are becoming familiar with paint and exploring the tools and resources available to them to make marks and paintings. They are beginning to express themselves creatively through painting and are able to use tools, including a brush, to mix paint in an exploratory way and create a picture that holds meaning to them. Most children are able to talk about their paintings and show pride in their creations.	
By the end of Nursery, children should <i>know</i>: (knowledge)	By the end of Nursery, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • I know where the creative area is and how to use the different resources in there. (N2 FM) • I know the names of the different colours I am using to paint with. • I know that an artist is someone who creates art for their job. 	<ul style="list-style-type: none"> • Explore paint using different objects e.g. rollers, sticks, sponges (N2 SM) • Represent themselves and their family when painting (N2 TM) • Represent familiar objects (family, themselves, animals etc) through independent drawing (N2 FiM) • Develop their own ideas and then decide which materials to use to express them. (N2 FiM) • Create a piece of art in the style of a famous artist.
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know where the creative area is and how to use the different resources in there. (N2 FM) • I know the names of the different colours I am using to paint with. 	Paint, colour, roller, brush, sponge, paper, picture, art, artist.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fine and gross motor development • Naming colours • Sensory exploration 	<ul style="list-style-type: none"> • Colour mixing – Reception • Using painting tools confidently - Reception • Identifying primary colours – Y1
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Children are exposed to a range of artists and art movements through books, animations and imagery. They also have their own 'Artists Who Inspire Us' book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form. 	<ul style="list-style-type: none"> • CLL - Story Dough, mark making • Maths – Colour sorting • UTW – Family, animals
Supporting Materials:	Local links/Visits/Visitors (where applicable):
Mix It Up! Herve Tullet How to Catch a Rainbow, Naomi Jones The Mixed Up Chameleon, Eric Carl Colour and Me! Michaela Dias-Hayes	<ul style="list-style-type: none"> • Visiting author/illustrator



Reception: Painting	
<p>Overview of Learning: Children are given the opportunity to continue to explore colour mixing in a variety of ways. They are able to paint with more control, using a paint brush to add meaningful detail to their paintings and choosing colours appropriately. Children are able to talk about their paintings and explain the process they have used, saying what they like about their work.</p>	
By the end of Reception, children should <i>know</i> : (<i>knowledge</i>)	By the end of Reception, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know that paint brushes are used to paint. (SM) • I know that I can paint shapes/marks to represent objects/people. (SM) • I know how to mix paints to make certain colours (TM) 	<ul style="list-style-type: none"> • Explore how red, blue and yellow paint can be mixed to make different colours. (SM) • Begin to show some control when using a paint brush (SM) • Use particular colours to paint pictures – e.g. Green for a tree (TM) • Share their creations, explaining the process they have used (ELG) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know that paint brushes are used to paint • I know that I can paint shapes/marks to represent objects/people. (SM) • I know how to mix paints to make certain colours (TM) 	Powder paint, colour mixing, roller, brush, sponge, paper, picture, art, artist, easel, gallery.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Colour sorting • Exploring paint using different objects 	<ul style="list-style-type: none"> • Colour mixing – Y1 • Naming primary colours – Y1 • Use of a colour wheel – Y2
Focus Artists/Movements:	Possible Cross Curricular links:
Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form.	<ul style="list-style-type: none"> • CLL - Story Dough, mark making • UTW – Family, animals, Diwali • PSED - Diversity
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<ul style="list-style-type: none"> • Mixed! An Inspiring Story About Colour, Aree Chung • Remixed! An Inspiring Story About our Families, Aree Chung • The Colour Monster, Anna Llenas • The Dot, Peter H Reynolds • The Boy With Flowers in His Hair, Jarvis 	<ul style="list-style-type: none"> • Visiting author/illustrator



Year 1: Painting	
<p>Overview of Learning: Children in Year 1 are able to talk about the three primary colours and use them to make some secondary colours. They can mix paint independently using the correct amount of water. Children can use paint brushes with increasing skill and accuracy to create a piece of art.</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know what a primary colour is (red, blue, yellow) • I know what a colour wheel is 	<ul style="list-style-type: none"> • Begin to colour mix accurately to make some secondary colours • Mix paint to appropriate consistency • Identify and use the primary colours • Begin to use a paint brush correctly - protect bristles (not letting the metal touch the paper, enough water to allow the brush to glide, not leaving brush in water pots etc.)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know what a primary colour is and can name them 	Primary colour, colour wheel, palette, easel, gallery.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Exploring colour mixing • Beginning to show control of a paint brush • Using particular colours to paint pictures 	<ul style="list-style-type: none"> • Colour mixing – Y2 • Use of a colour wheel – Y2
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Turner – Focus on Painting “The Burning of the Houses of Parliament.” 	<ul style="list-style-type: none"> • History – The Great Fire of London
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<ul style="list-style-type: none"> • I am an Artist, Marta Altes • Luna Loves Art, Joseph Coelho • Artists, My First Artists, Big Dreams Little People • Shu Lin’s Grandpa by Matt Goodfellow and Yu Rong (Diversity Link) 	<ul style="list-style-type: none"> • Emergency Services Museum - Sheffield



Year 2: Painting	
Overview of Learning: Children can create and talk about a colour wheel, naming the primary and secondary colours. They use paint they have mixed to create their own painting, using a paintbrush correctly and with accuracy.	
By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • I know what a secondary colour is • I know what a colour wheel is and can explain clearly how it works • I know that Claude Monet was famous for his use of colour in his paintings 	<ul style="list-style-type: none"> • Colour mix to create secondary colours • Use a paint brush correctly - protect bristles (not letting the metal touch the paper, enough water to allow the brush to glide, not leaving brush in water pots etc.) • Create a colour wheel • Create a painting using colours they have mixed themselves
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know what a secondary colour is • I know what a colour wheel is and can explain clearly how it works 	Primary colour, secondary colour, colour wheel, palette, easel, gallery, bristles.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Beginning to mix primary colours to make secondary colours 	<ul style="list-style-type: none"> • Using larger brushes for background and small brushes for detail • How to use the point or side of a brush to change the line thickness
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Claude Monet - Impressionism 	<ul style="list-style-type: none"> • Science – Plants
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p>The Magic Paintbrush, Julia Donaldson</p> <p>Katie and the Waterlilly Pond, James Mayhew</p> <p>http://gomersalprimaryschoolart.blogspot.com/2021/10/year-2-colour-mixing-and-monet.html</p>	



Year 3: Painting	
Overview of Learning: Children are taught how to use different parts of a paintbrush to change line thickness and create different effects. They learn how to use a watercolour tablet and are beginning to understand how to create different tones by adding water.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know how to use the point or side of the brush to change line thickness. • I know how to use a watercolour tablet 	<ul style="list-style-type: none"> • Use larger brushes for background and smaller brushes for detail. • Use watercolours to experiment with the tones created when adding more/less water
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know how to use the point or side of the brush to change line thickness. • I know how to use a watercolour tablet 	Primary colour, secondary colour, water colours, palette, bristles, pigment, toe, belly, heel (of brush)
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Colour mixing • Using a colour wheel • Using a paint brush correctly 	<ul style="list-style-type: none"> • Use of tones and tints
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Claude Monet 	
Supporting Materials:	Local links/Visits/Visitors (where applicable):
Ella in the Garden of Giverny, Monika Vaicenaviciene	



Year 4: Painting

Overview of Learning: Children are taught how to add white to a colour to create a tint. They use a brush in a variety of ways to create textures.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)

Christmas Card



- I know that a tint is created when you add white to a colour

- Mix and use tones and tints
- Use the brush in a variety of ways to create texture with marks made.

Sticky Knowledge:

Vocabulary:

- I know that a tint is created when you add white to a colour

Tone, tint, texture, shade.

Direct Links to prior learning:

Direct Links to future learning:

- Using paint brush to change line thickness/create detail – Y3
- Use of watercolour paints to create different tones – Y3

- Creating a warm or cool colour palette – Y5
- Painting from observation – Y6

Focus Artists/Movements:

Possible Cross Curricular links:

-

- RE – The Nativity

Supporting Materials:

Local links/Visits/Visitors (where applicable):

Modern Art Explorer by Alice Harman

We Are Artists by Kari Herbert

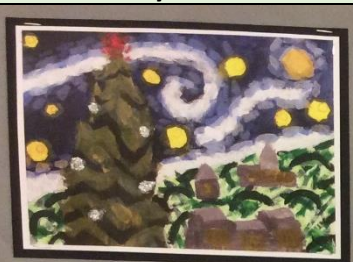


Year 5: Painting

Overview of Learning: Children use the skills they learnt during their drawing lessons on perspective to plan and create a landscape painting. They develop their own palette of colours to create mood in their painting and are inspired by Van Gogh and his painting techniques.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)



- I know what a warm and cool colour palette is
- I know the painting 'Starry Night' by Van Gogh
- I know **Van Gogh** is one of the world's most famous painters

- Use my preparatory sketches to plan my painting
- Use a limited colour palette to create a 'mood' in a painting
- Build on my prior knowledge of tints and tones to create my colour palette
- Talk about **Van Gogh** and some of his paintings

Sticky Knowledge:

Vocabulary:

- I know what a warm and cool colour palette is
- I know the painting 'Starry Night' by Van Gogh

Tone, tint, texture, shade, colour palette, fore-ground, middle-ground and back-ground, horizon, depth, stipple.

Direct Links to prior learning:

Direct Links to future learning:

- Mix and use tones and tints – Y4
- Use the brush in a variety of ways to create texture with marks made – Y4

- Represent real objects using appropriate colour theory and brush technique – Y6
- Paint without pre-drawn lines – Y6

Focus Artists/Movements:

Possible Cross Curricular links:

- Vincent Van Gogh

- Geography – Local landscape

Supporting Materials:

Local links/Visits/Visitors (where applicable):

[KS2 Art and Design: Vincent van Gogh - BBC Teach](#)

[KS2 Art and Design: Using different painting techniques for effect - BBC Teach](#)



Year 6: Painting

Overview of Learning: Children will be taught how and given the confidence to paint without any pre-drawn lines. Their painting will reflect their knowledge of colour theory, proportion, depth, tone and observational skills. This will result in a high quality piece of art that showcases their accumulated painting skills.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)



- I know how to represent real objects using appropriate colour theory and brush technique
- I know how to use a lightly painted outline rather than a pencil as guidelines
- I know **Georgia O-Keefe** was a significant artist of the 20th Century, known for her contribution to modern art.

- Use my observational sketches to plan my painting
- Paint without any pre-drawn lines
- Create a high-quality painted Christmas card
- Talk about how O’Keefe created close up, large scale, flower paintings influenced by photography.

Sticky Knowledge:

Vocabulary:

- I know how to represent real objects using appropriate colour theory and brush technique
- I know how to use a lightly painted outline rather than a pencil as guidelines

Tone, tint, texture, shade, colour palette, fore-ground, middle-ground and back-ground, horizon, depth.

Direct Links to prior learning:

Direct Links to future learning:

- Using paint brush to change line thickness/create detail – Y3
- Mix and use tones and tints – Y4
- Use a limited colour palette to create a ‘mood’ in a painting – Y5

- KS3 Art -
- To use a range of techniques and media, including painting
 - To increase their proficiency in the handling of different materials

Focus Artists/Movements:

Possible Cross Curricular links:

- Georgia O-Keefe

-

Supporting Materials:

Local links/Visits/Visitors (where applicable):

About Georgia O’Keefe - The Georgia O’Keefe Museum (okeeffemuseum.org)



Nursery: Collage

Overview of Learning: Children are becoming familiar with the creative area and exploring the tools and resources available to them to make pictures. They are beginning to express themselves creatively through the use of simple collage and are able to use resources chosen by themselves to create a picture that holds meaning to them. Children are beginning to use scissors with some control and know how to use glue to attach different materials together.

By the end of Nursery, children should know: (knowledge)

- I know where the creative area is and how to use the different resources in there. (N2 FM)
- I know how to join different materials and explore different textures to create a model/picture. (N2 TM)

By the end of Nursery, children should be able to: (skills)

- Explore the creative area using the different resources (N2 FM)
- Explore different materials freely, in order to develop their ideas about how to use them and what to make. (N2 FiM)

Sticky Knowledge:

- I know where the creative area is and how to use the different resources in there. (N2 FM)
- I know how to join different materials and explore different textures to create a model/picture. (N2 TM)

Vocabulary:

Scissors, fingers, thumb, cut, snip, material, rough, smooth, glue, collage.

Direct Links to prior learning:

- Fine and gross motor development
- Sensory exploration

Direct Links to future learning:

- Use different cuttings of materials to make a simple image - Reception

Focus Artists/Movements:

• Children are exposed to a range of artists and art movements through books, animations and imagery. They also have their own 'Artists Who Inspire Us' book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form.

Possible Cross Curricular links:

- CLL - Story Dough, mark making
 - PD – Fine motor skills, scissor skills
- Use one-handed tools such as scissors to cut and follow a line. (FiM PD)
- UTW - Animals

Supporting Materials:


[Miss Mac reads Snail Trail - A journey through Modern Art \(youtube.com\)](https://www.youtube.com/watch?v=...)

Local links/Visits/Visitors (where applicable):



Reception: Collage	
<p>Overview of Learning: Children are becoming familiar with different collage materials and are exploring the tools and resources available to cut and attach materials together. They can express themselves creatively through collage and are able to use scissors, to cut carefully and create a picture that holds meaning to them. Children are able to talk about their work and show pride in their creations.</p>	
By the end of Reception, children should <i>know</i> : (<i>knowledge</i>)	By the end of Reception, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • How to explore materials and begin to understand different materials can be used in different ways (SM) • How to use resources such as glue and scissors to create a simple collage. 	<ul style="list-style-type: none"> • Talk about what the materials look and feel like (SM) • Use different cuttings of materials/papers to make a simple image (TM) • Join materials using tape, glue and split pins with support (TM) • Choose and use different materials for different effects (TM) • Create collaboratively sharing ideas, resources and skills. (FiM)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • How to explore materials and begin to understand different materials can be used in different ways (SM) • How to use resources such as glue and scissors to create a simple collage. 	Scissors, handle, finger, thumb, material, choose, rough, smooth, fabric, paper, card, glue, stick, explain, collage, attach.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Beginning to use tools such as scissors • Becoming familiar with creative resources 	<ul style="list-style-type: none"> • Using scissors to cut with control • Choosing appropriate collage materials for a purpose
Focus Artists/Movements:	Possible Cross Curricular links:
Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form.	<ul style="list-style-type: none"> • Physical development – Fine motor skills <p>Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently (SM)</p>
Supporting Materials:	Local links/Visits/Visitors (where applicable):
Paper Monsters: Make Monster Collages! Oscar Sabini	



Y1: Collage	
<p>Overview of Learning: Children are able to cut with increasing control and choose their own materials from a small selection. They can cut from the edge of their chosen material and create a collage using a variety of textures.</p>	
By the end of this unit, children should <i>know</i> : (knowledge)	By the end of this unit, children should be <i>able to</i> : (skills)
<p>Great Fire of London</p> <ul style="list-style-type: none"> • I know how to hold scissors correctly and cut with control • I know that Sir Christopher Wren designed The Monument to commemorate the Great Fire of London • I know what an architect is <p> International Arts Day</p> <ul style="list-style-type: none"> • I know how to cut and arrange small pieces of paper in a mosaic to create an animal shape • I know that Antoni Gaudi is a Spanish architect and designer famous for his mosaics and buildings in Barcelona. 	<p>Great Fire of London</p> <ul style="list-style-type: none"> • Choose own collage materials for a purpose and explain why they think these are appropriate. • Cut from the edge, not the middle, of a chosen material. • Create a collage using a variety of textures • Name some other buildings that Sir Christopher Wren designed (St Paul’s Cathedral) <p>International Arts Day</p> <ul style="list-style-type: none"> • Create a Spanish mosaic in the style of Gaudi
Sticky Knowledge:	Vocabulary:
<p>Great Fire of London</p> <ul style="list-style-type: none"> • I know how to hold scissors correctly and cut with control • I know that Sir Christopher Wren is an architect who designed The Monument to commemorate the Great Fire of London <p>International Arts Day</p> <ul style="list-style-type: none"> • I know how to cut and arrange small pieces of paper in a mosaic to create an animal shape • I know that Antoni Gaudi is a Spanish architect 	<p>Material, texture, rough, smooth, mosaic, arrange, architect.</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Use different cuttings of materials to make a simple image - Reception 	<ul style="list-style-type: none"> • How to layer materials so no background is visible – Y2 • Cut along a drawn line – Y2
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Antoni Gaudi • Sir Christopher Wren 	<ul style="list-style-type: none"> • History – The Great Fire of London • Geography – International Arts Theme Day
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p>The Buildings Of Sir Christopher Wren Mapped Londonist</p>	<p>Emergency Services Museum - Sheffield</p>



Art Lesson w/ Ms. Jennifer: Create a collage like Artist Antoni Gaudí — Blowing Rock Art & History Museum (blowingrockmuseum.org)

Iggy Peck, Architect by Andrea Beatty



Y2: Collage

Overview of Learning: Children learn how to layer different collage materials to create texture. They are able to use PVA to attach materials together with precision and can cut along a drawn line.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)

Biomes - Geography



- I know how to layer materials so no background is visible

Self Portraits

- I know how to layer materials so no background is visible
- I know who Giuseppe Arcimboldo is and can describe his work

Biomes - Geography

- Use PVA glue and a spreader precisely
- Cut along a drawn line

Self Portraits

- Use PVA glue and a spreader precisely
- Cut along a drawn line
- Select shapes carefully to suit a purpose

Sticky Knowledge:

- I know how to layer materials so no background is visible

Vocabulary:

Material, layer, background, coverage, precise, select, apply.

Direct Links to prior learning:

- Choose own collage materials for a purpose and explain why they are appropriate – Y1
- Create a collage using a variety of textures – Y1

Direct Links to future learning:

- How to use different shades of colour in a collage to create tone – Y3
- Create texture by folding, rolling, ripping – Y3

Focus Artists/Movements:

- Mano Kellner

Possible Cross Curricular links:

- Geography – Biomes
- Self Portrait - PSED - Transition

Supporting Materials:

[Dioramas with Kids // Inspired by Artist Mano Kellner - ARTBAR \(artbarblog.com\)](http://artbarblog.com)

Local links/Visits/Visitors (where applicable):

Comparisons with local environment



Y3: Collage

Overview of Learning: Children are taught how to create tone in their collage by using a range of different shades of the same colour material. They can cut along a drawn line accurately and are able to use a variety of techniques to create texture.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)



Remembrance Poppies

- I know how to use different shades of colour in my collage to create tone
- I know how to carefully attached the red and green materials to the black outline/frame



International Arts Day

- I know that the Mola quilt originates from Panama and Colombia and is a type of textile art.

Remembrance Poppies

- Cut along a drawn line accurately
- Create texture by rolling, folding, ripping materials
- Create a sun catcher style collage of a poppy to celebrate Remembrance
- Create texture by rolling, folding, ripping materials

International Arts Day

- Create a felt collage in the style of a Mola quilt

Sticky Knowledge:

- I know how to use different shades of colour in my collage to create tone
- I know how to carefully attached the red and green materials to the black outline/frame

Vocabulary:

Overlap, layer, outline, tone, roll, tear, accurately, transparent.

Direct Links to prior learning:

- Cut along a drawn line – Y2
- Use PVA glue and a spreader precisely – Y2
- Know how to layer materials so no background is visible -Y2

Direct Links to future learning:

- Cut a variety of different lines – Y3
- Work on top of a 2D image to create a 3D effect -Y3

Focus Artists/Movements:

- Mola Art

Possible Cross Curricular links:

- History – Remembrance Project
- Geography – International Arts Day

Supporting Materials:

Create a Mola: Folk-Art from Panama (kidworldcitizen.org)

Local links/Visits/Visitors (where applicable):

Remembrance art work displayed locally in Tesco



Y4: Collage

Overview of Learning: In year 4, children create a mixed media Christmas card which encompasses both painting and collage techniques. They are taught how to draw their own outline and cut around it accurately to create a silhouette on top of their painting. They look at the work of Rob Ryan and identify similarities with their own work.

By the end of this unit, children should know: (knowledge)

By the end of this unit, children should be able to: (skills)



Christmas Card

- I know what a silhouette is
- I know how to draw a silhouette of a person



- I know **Rob Ryan** is famous for his papercut art work

Christmas Card

- Work on top of a 2D image to create a 3D effect with collage
- Choose the collage technique to suit the desired texture
- Cut a variety of different lines e.g. straight, curved, zigzag, accurately.
- I can choose a favourite piece of Rob Ryan’s work and say what I like about it

Sticky Knowledge:

- I know what a silhouette is
- I know Rob Ryan is famous for his papercut art work

Vocabulary:

Silhouette, overlay, layer, outline, tone, texture, curve, papercutting, laser.

Direct Links to prior learning:

- Cut along a drawn line accurately – Y3
- Create texture by rolling, folding, ripping materials – Y3
- I know how to use different shades of colour in my collage to create tone – Y3

Direct Links to future learning:

- I know how to use a variety of collage techniques to create a self-portrait -Y6

Focus Artists/Movements:

- Rob Ryan

Possible Cross Curricular links:

- RE - Nativity

Supporting Materials:

- Rob Ryan (robryanstudio.com)

Local links/Visits/Visitors (where applicable):



Y6: Collage

Overview of Learning: Children be taught how to bring together the knowledge and skills they have acquired and use these techniques to create a high quality storytelling collage self-portrait. They will be selective in the materials they use and ensure their finished piece is proportionally accurate.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)



Self Portrait – Storytelling Collage

- I know how to use a variety of collage techniques to create a self-portrait.
- I know how to plan out my picture first and be selective about the images and materials I use, choosing visual imagery that reflects my personality.

Self Portrait

- Create a proportionally accurate self-portrait using a variety of collage materials including elements of a photograph.

Sticky Knowledge:

- I know how to use a variety of collage techniques to create a self-portrait

Vocabulary:

Collage, mixed media, layer, apply, colour theory, high relief, photograph, proportion, shape, layer.

Direct Links to prior learning:

- Work on top of a 2D image to create a 3D effect with collage – Y5
- Cut a variety of different lines e.g. straight, curved, zigzag, accurately – Y5
- I know how to use different shades of colour in my collage to create tone – Y3

Direct Links to future learning:

- KS3 Art -
- To use a range of techniques and media
 - To increase their proficiency in the handling of different materials

Focus Artists/Movements:

- Ben Giles

Possible Cross Curricular links:

- PSED - Transition

Supporting Materials:

Artist demonstration: how to create a storytelling portrait using collage - National Portrait Gallery (npg.org.uk)

Ben Lewis Giles: collage, hand made, retro, vintage, editorial, photo illustration, paper engineering, abstract, conceptual - Artists - Debut Art

Cut Paper Pictures: Turn Your Art and Photos into Personalized Collages by Rockpoint

Local links/Visits/Visitors (where applicable):



Nursery: Printing	
<p>Overview of Learning: Children are becoming familiar with paint and exploring the tools and resources available to them to make marks and prints. They are beginning to express themselves creatively and are able to use tools, including rollers, sponges, corks, fruit, vegetables and natural objects to print both in an exploratory way and to achieve a specific outcome. Most children are able to talk about their prints and show pride in their creations.</p>	
By the end of Nursery, children should <i>know</i> : (<i>knowledge</i>)	By the end of Nursery, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know how to dip an object in paint, move it to the paper and apply pressure to create a print. • I know the print will be the same shape as the object I have used to create it 	<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. (N2 FiM) • Develop their own ideas and then decide which materials to use to express them. (N2 FiM) • Explore paint using different objects e.g. rollers, sticks, sponges, shapes (N1 SM)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know how to dip an object in paint, move it to the paper and apply pressure to create a print. 	<p>Print, paint, press, tray, pattern, circle, square, printing</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fine and gross motor development • Colour knowledge • Sensory development 	<ul style="list-style-type: none"> • Print independently to create a pattern or image
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form. 	<ul style="list-style-type: none"> • Maths – 2D shapes, colour sorting
Supporting Materials:	Local links/Visits/Visitors (where applicable):



Reception: Printing

Overview of Learning:	
By the end of Reception, children should know: (knowledge)	By the end of Reception, children should be able to: (skills)
<ul style="list-style-type: none"> • I know how to create a picture using different printing resources • I know I can repeat the same image many times using one object 	<ul style="list-style-type: none"> • Use objects/tools to print with to create a pattern or image with support (SM) • Print independently to create a pattern or image (FiM)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know how to create a picture using different printing resources 	Print, object, paint, press, tray, pattern, circle, square, triangle, rectangle, shape, printing, tool.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Explore paint using different objects e.g. rollers, sticks, sponges, shapes (N1 SM) • Explore different materials freely in order to develop their ideas about how to use them and what to make. (N2 FiM) • Develop their own ideas and then decide which materials to use to express them. (N2 FiM) 	<ul style="list-style-type: none"> • Select objects to print from for their shape – Y1
Focus Artists/Movements:	Possible Cross Curricular links:
Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form.	<ul style="list-style-type: none"> • UTW – Welly Wander – Leaf printing/Seasonal change • Maths – 2D shape • PD – Fine motor skills
Supporting Materials:	Local links/Visits/Visitors (where applicable):



Year 1: Printing

Overview of Learning: Children are taught how to print with more accuracy and are able to choose an appropriate object to achieve a specific outcome. They know how to use the resources independently to achieve a good result.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)

Remembrance Project



- I know how to print a poppy using an appropriate size/shape object
- I know how to use the print resources to achieve the best result possible

- Print independently using a variety of objects (bottle cap, cork, sponge, potato)
- Select objects to print from for their shape

Sticky Knowledge:

Vocabulary:

- I know how to print a poppy using an appropriate size/shape object

Print, object, paint, press, tray, pattern, circular, shape, printing, tool, exact, pressure.

Direct Links to prior learning:

Direct Links to future learning:

- Use objects/tools to print with to create a pattern or image with support (SM) - Reception
- Print independently to create a pattern or image (FiM) - Reception

- Create own printing block – Y2

Focus Artists/Movements:

Possible Cross Curricular links:

-

- History - Remembrance

Supporting Materials:

Local links/Visits/Visitors (where applicable):

Remembrance art work displayed locally in Tesco
Children study Penistone War Memorial



Year 2: Printing

Overview of Learning: Children are taught how to create their own printing block to represent a Remembrance poppy. They learn how to roll out the ink/paint in a tray and apply this to the block. The final piece shows children are able to achieve a clean finish.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)

Remembrance Project



- I know how to use a print roller and tray
- I know how to make my poppy printing block
- I know how to use my printing block to create a repeated image

- Create own design of a printing block with string
- Apply a thin layer of ink/paint to a tray using a printing roller
- Keep the background clean and apply paint carefully to the block to allow for a clean/crisp finish

Sticky Knowledge:

Vocabulary:

- I know how to use a print roller and tray
- I know how to make my poppy printing block

Printmaker, subject matter, block, roller, layer, crisp, even, reprint

Direct Links to prior learning:

Direct Links to future learning:

- Print independently using a variety of objects (bottle cap, cork, sponge, potato)
- Select objects to print from for their shape

- I know how to create a mono print
- I can prepare the ink and tape my paper down to ensure it doesn't move

Focus Artists/Movements:

Possible Cross Curricular links:

- Samantha Groom

- History - Remembrance

Supporting Materials:

Local links/Visits/Visitors (where applicable):

[About Me](#) | [Samantha Groom Printmaker Sheffield](#) | [Samantha Groom](#)

Remembrance art work displayed locally in Tesco



Year 4: Printing

Overview of Learning: Children are taught how to create a mono-print using a photograph of themselves. They learn how to prepare the resources and use them to create a clean finish. They use their line drawing skills and knowledge to carefully trace over their image, adding texture where appropriate.

By the end of this unit, children should *know*: (knowledge)

By the end of this unit, children should be *able to*: (skills)



Self-Portraits

- I know how to create a mono-print
- I know how to use the resources correctly to achieve a 'clean' finish

- Prepare the ink and tape my paper down to ensure it doesn't move
- Trace carefully over the photo only applying pressure on the lines they are wanting to print

Sticky Knowledge:

Vocabulary:

- I know how to create a mono-print

Self-portrait, mono print, reprint, finish,

Direct Links to prior learning:

Direct Links to future learning:

- Create own design of a printing block with string
- Apply a thin layer of ink/paint to a tray using a printing roller
- Keep the background clean and apply paint carefully to the block to allow for a clean/crisp finish

- Create texture by scraping in lines or patterns
- How to prep and care for a block
- Apply depth of colour using a sponge

Focus Artists/Movements:

Possible Cross Curricular links:

- Marc Chagall

- PSED - Transition


Supporting Materials:

Local links/Visits/Visitors (where applicable):

How to Create a Mono Print
<https://www.youtube.com/watch?v=k5lcn69M0V8>

[The prints of Marc Chagall | Christie's \(christies.com\)](http://christies.com)



Year 5: Printing	
<p>Overview of Learning: In year 5, children are taught how to create their own block using poly-tiles. They use a selection of tools to scrape lines into the tile and learn how to 'ink up' their block using a roller. A sponge is used to add colour in select areas of the block to create depth.</p>	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<p>Remembrance Project</p>  <ul style="list-style-type: none"> • I know how to create texture by scraping in lines or patterns • I know how to ink up using rollers, applying the appropriate amount of ink to get a bold print but not to slip or smudge the detail with too much ink • I know how to prep and care for a block so as to be able to re-use it a number of times 	<ul style="list-style-type: none"> • Create own printing blocks using poly-tiles • Apply depth of colour with a sponge
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know how to create texture by scraping in lines or patterns • I know how to ink up using rollers, applying the appropriate amount of ink to get a bold print but not to slip or smudge the detail with too much ink 	<p>Ink up, relief, block, reprint, scrape, bold, depth</p>
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Prepare the ink and tape my paper down to ensure it doesn't move • Trace carefully over the photo only applying pressure on the lines they are wanting to print 	<ul style="list-style-type: none"> • How to create a screen print
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • History - Remembrance
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p>polystyrene print 1 (youtube.com)</p>	<ul style="list-style-type: none"> • Remembrance art work displayed in Tesco • Staff CPD – Printing Workshop



Year 6: Printing

Overview of Learning: In year 6, children will learn the method of screen printing. They will design and create a simple stencil and then use this to screen print their image. They will add a second layer using a different colour to create depth in the final image.

By the end of this unit, children should <i>know</i>: (knowledge)	By the end of this unit, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • I know how a screen print works • I know how to create a stencil • I know Andy Warhol was a leading figure in the Pop Art Movement • I know what is mean by an 'Art Movement' 	<ul style="list-style-type: none"> • Apply ink using a squeegee • Use stencils to apply at least two different colour layers • Talk about the work of Andy Warhol, commenting on his use of colour and media.
<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • I know how a screen print works • I know how to create a stencil 	<p>Vocabulary:</p> <p>Screen print, squeegee, stencil, simplify, transfer, Pop Art</p>
<p>Direct Links to prior learning:</p> <ul style="list-style-type: none"> • Create own printing blocks using poly-tiles – Y5 • How to prep and care for a block – Y5 	<p>Direct Links to future learning:</p> <p>KS3 Art -</p> <ul style="list-style-type: none"> • To use a range of techniques and media • To increase their proficiency in the handling of different materials
<p>Focus Artists/Movements:</p> <ul style="list-style-type: none"> • Andy Warhol • Pop Art 	<p>Possible Cross Curricular links:</p> <ul style="list-style-type: none"> • History – The Battle of Britain
<p>Supporting Materials:</p> <p>Elementary Art - How to Screen Print a T-Shirt (easy stencil method) (youtube.com)</p>	<p>Local links/Visits/Visitors (where applicable):</p> <ul style="list-style-type: none"> • Staff CPD – Printing Workshop



Nursery: 3D Form	
Overview of Learning: Children are using resources from the creative area to create junk models. They can attach items together using tape and glue and can decorate their models. They are also exploring 3D form in the dough area, creating models of familiar objects or people.	
By the end of Nursery, children should <i>know</i>: (knowledge)	By the end of Nursery, children should be <i>able to</i>: (skills)
<ul style="list-style-type: none"> • I know how to join different materials and explore different textures to create a model/picture. (N2 TM) 	<ul style="list-style-type: none"> • Explore the creative area using the different resources (N2 FM) • Explore different materials freely, in order to develop their ideas about how to use them and what to make. (N2 FiM) • Have free choice of junk box modelling to create own representations of objects/people (N2 FiM)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know where the creative area is and how to use the different resources in there. (N2 FM) • I know different objects can be used to draw – pencil, pens, chalk. (N2 TM) 	Dough, roll, squash, stick, glue, fix.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Fine and gross motor development • Spatial awareness 	<ul style="list-style-type: none"> • Evaluate and adapt their creations with support, refining ideas and developing their ability to represent them.
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form. 	<ul style="list-style-type: none"> • CLL - Story Dough • UTW – Families, Plants and animals
Supporting Materials:	Local links/Visits/Visitors (where applicable):
Clay - Early Education (early-education.org.uk)	<ul style="list-style-type: none"> • Penistone Sheep Art Trail



Reception: 3D Form	
<p>Overview of Learning: Children in Reception are developing their fine motor skills and are taught how to create 3D forms using dough, clay and salt dough. They also have access to a range of junk modelling resources and a given the opportunity to access this during continuous provision. Through guided creative tasks children are taught how to plan their model, attach and fix objects together and are asked to talk about the finished product, describing how they have made it and how they would change it.</p>	
By the end of Reception, children should <i>know</i> : (<i>knowledge</i>)	By the end of Reception, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • How to explore materials and begin to understand different materials can be used in different ways (SM) • How to use resources such as glue and scissors to create a simple model. 	<ul style="list-style-type: none"> • Talk about what the materials look and feel like (SM) • Join materials using tape, glue and split pins with support (TM) • Choose and use different materials for different effects (TM) • Evaluate and adapt their creations with support, refining ideas and developing their ability to represent them. (FiM) • Create collaboratively sharing ideas, resources and skills. (FiM)
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • How to explore materials and begin to understand different materials can be used in different ways (SM) • How to use resources such as glue and scissors to create a simple model. 	Dough, clay, roll, rolling pin, pinch, squash, stick, glue, fix, attach.
Direct Links to prior learning:	Direct Links to future learning:
<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. (N2 FiM) • Have free choice of junk box modelling to create own representations of objects/people (N2 FiM) 	<ul style="list-style-type: none"> • How to use clay tools to add texture • Mould clay into different shapes
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Children are exposed to a range of artists and art movements through books such as Matisse’s Magical Trail, animations, imagery and theme days. They also have their own ‘Artists Who Inspire Us’ book that they share during learning time which includes artists who work in the 5 mediums; drawing, painting, print, collage, 3D Form. 	<ul style="list-style-type: none"> • UTW – Animals, habitats, vehicles, people who help us. • PD – Fine Motor Skills • Writing – Fine Motor Skills
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p><u>Articles - The Foundation Stage Forum (FSF) - Home of Early Years Foundation Stage (eyfs.info)</u></p>	<ul style="list-style-type: none"> • Penistone Sheep Art Trail



Y1: 3D Form	
Overview of Learning: Children are taught how to manipulate clay using their hands to create a 3D sculpture. They learn how mould the clay into different shapes and how to add simple details using clay tools.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know how to use my hands to shape the clay • I know how to use clay tools to add texture 	<ul style="list-style-type: none"> • Mould clay into different shapes • Make a simple 3D sculpture
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know how to use my hands to shape the clay • I know how to use clay tools to add texture 	Clay, roll, rolling pin, pinch, squash, mould, 3D, palms, carve, sculpt.
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Evaluate and adapt their creations with support, refining ideas and developing their ability to represent them. (FiM) • Create collaboratively sharing ideas, resources and skills. (FiM) 	<ul style="list-style-type: none"> • Create a pinch pot from a ball of clay • I know how to use my fingers manipulate a ball of clay into a small pot
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Barbara Hepworth 	<ul style="list-style-type: none"> • RE - Nativity • Writing – Fine Motor Skills • Science - Materials
Supporting Materials:	Local links/Visits/Visitors (where applicable):
<p>3D art and how to sculpt - BBC Bitesize – Introduction to different 3D forms</p> <p>Artist Barbara Hepworth - The Hepworth Wakefield</p>	<ul style="list-style-type: none"> • The Hepworth Gallery - Wakefield



Y2: 3D Form

Overview of Learning: Children are taught how to make a pinch pot from a ball of clay. They learn how to manipulate the clay carefully to create a pot that’s edges will stand up and can be used to hold small objects. The children will decorate their pot using clay tools with traditional aboriginal patterns.

By the end of this unit, children should *know*: (*knowledge*)

By the end of this unit, children should be *able to*: (*skills*)



- International Arts Day**
- I know how to use my fingers manipulate a ball of clay into a small pot
 - I know what the different types of aboriginal art are

- Create a pinch pot from a ball of clay
- Add aboriginal patterns, using clay tools, to decorate my pot.

Sticky Knowledge:

Vocabulary:

- I know how to use my fingers manipulate a ball of clay into a small pot
- I can give examples of some aboriginal art

Mould, manipulate, pinch, pattern, aboriginal, imprint.

Direct Links to prior learning:

Direct Links to future learning:

- Mould clay into different shapes
- Make a simple 3D sculpture

- Create figures in clay
- Attach clay to clay using slip

Focus Artists/Movements:

Possible Cross Curricular links:

- Aboriginal Art

- Geography – International Arts Day

Supporting Materials:

Local links/Visits/Visitors (where applicable):

The Story of Aboriginal Art
<https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/>

How To Make A Pinch Pot - YouTube




Y3: 3D Form	
Overview of Learning: In year 3 children make a Stone Age figure out of clay. They use slip to attach the pieces together, scoring the area first before applying. Their figure will show movement and they will be inspired by Stone Age cave paintings.	
By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
<ul style="list-style-type: none"> • I know what slip is and how to use it • I know how to score the clay before applying the slip • I know about the different ways Stone Age art was created 	<ul style="list-style-type: none"> • Plan my sculpture thinking carefully about the elements I want to include • Create figures using clay with some reference to their movement • Attach clay to clay using slip • Use Stone Age cave art to inspire my sculpture
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I know what slip is and how to use it • I know how to score the clay before applying the slip 	Figure, slip, sculpt, sculpture, score
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Create a pinch pot from a ball of clay – Y2 • Add aboriginal patterns, using clay tools, to decorate my pot – Y2 	<ul style="list-style-type: none"> • Create and cut around a template – Y4 • Add fine detail using clay tools – Y4 • How to mould clay using a bowl or cup – Y4
Focus Artists/Movements:	Possible Cross Curricular links:
<ul style="list-style-type: none"> • Henri Moore 	<ul style="list-style-type: none"> • History – The Stone Age • Science – Biology – Parts of the Body
Supporting Materials:	Local links/Visits/Visitors (where applicable):
KS1 / KS2 Art and Design: Making sculptures from dry materials and clay - BBC Teach (Skip to 3m20s)	<ul style="list-style-type: none"> • Yorkshire Sculpture Park – Henry Moore Sculptures



Y4: 3D Form

Overview of Learning: Children are taught how to use a template to create pieces for their sculpture and then join them together using slip they have made themselves. They learn how to roll the clay to an appropriate thickness and then how to mould the shape they have created using a bowl or cup. Before the clay dries children can add finer detail using a clay tool.

By the end of this unit, children should <i>know</i> : (<i>knowledge</i>)	By the end of this unit, children should be <i>able to</i> : (<i>skills</i>)
 <p>Remembrance Project</p> <ul style="list-style-type: none"> • I know how to make my own slip • I know how to roll clay to an appropriate thickness • I know how to mould clay using a cup/bowl 	<ul style="list-style-type: none"> • Use slip to add decorative pieces • Create and cut around a petal template in clay • Add detail using a clay tool
<p>Sticky Knowledge:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • I know how to make my own slip • I know how to roll clay to an appropriate thickness • I know how to mould clay using a cup/bowl 	<p>Slip, sculpt, sculpture, score, template, decorative, mould</p>
<p>Direct Links to prior learning:</p>	<p>Direct Links to future learning:</p>
<ul style="list-style-type: none"> • Create figures using clay with some reference to their movement • Attach clay to clay using slip 	<ul style="list-style-type: none"> • Talk about my model in detail and reflect on how I created it – Y5
<p>Focus Artists/Movements:</p>	<p>Possible Cross Curricular links:</p>
<ul style="list-style-type: none"> • Phoebe Cummings 	<ul style="list-style-type: none"> • History - Remembrance
<p>Supporting Materials:</p>	<p>Local links/Visits/Visitors (where applicable):</p>
<p>Clay Flower Bowls (June 2014) – Hannah's Art Club (wordpress.com)</p> <p>Phoebe Cummings: Ephemeral Clay Flowers - Garden Museum</p>	<p>Remembrance art work displayed locally in Tesco</p>



Y5: 3D Form

Overview of Learning: Children learn how to create a 3D sculpture of the Parthenon using art straws. They will begin by planning out their model, including the shapes they wish to include. They will then be taught how to join and manipulate the materials in order to create a solid structure. Children will learn about trial and error in the making process and be able to problem solve to overcome any issues that may arise. Once they have created their model they will add detail and carry out an evaluation.

By the end of this unit, children should know: (knowledge)

- I know what the Greek Parthenon looked like
- I know how to join the pieces of my sculpture effectively to create a solid frame

By the end of this unit, children should be able to: (skills)

- Replicate the shape and detail of the Parthenon in my model
- Talk about my model in detail and reflect on how I created it.

Sticky Knowledge:

- I know how to join the pieces of my sculpture effectively to create a solid frame

Vocabulary:

Parthenon, columns, temple, join, attach, architecture, ancient, structure, two dimensional, three dimensional, perpendicular.

Direct Links to prior learning:

- Plan my sculpture thinking carefully about the elements I want to include – Y3

Direct Links to future learning:

- KS3 Art -
- To use a range of techniques and media
 - To increase their proficiency in the handling of different materials

Focus Artists/Movements:

- Ancient Greek Architecture

Possible Cross Curricular links:

- History – Ancient Greece
- DT
- Maths – Shape, Space and Measure

Supporting Materials:

[ArtStraw Architecture - Lesson Plan \(youtube.com\)](https://www.youtube.com/watch?v=...)

Local links/Visits/Visitors (where applicable):

Local structures e.g. Penistone Church, Meadowhall, York Minster