

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' Parable of the Wise and the Foolish Builders from Matthew 7:24-27

Carleton Endowed CE (VA) Primary School

Whole School Art and Design Progression Map

Our Curricular Goal:

Art Essential Knowledge

Curricular Goal: Know how to use a range of materials and techniques to create a desired effect

KS2: How do I know how to use a range of materials and techniques to create a desired effect

KS1: How do I know how to use different materials and techniques



EYFS Essential Knowledge Year 1 Essential Knowledge Year 2 Essential Knowledge Year 3 Essential Knowledge Year 4 Essential Knowledge Year 5 Essential Knowledge Year 6 Essential Knowledge



	 Look and talk 	Start to record	Use a sketchbook	• Use a	Use	Use	•Use
Developing	about what	simple media	to plan and	sketchbook to	sketchbooks to	sketchbook	sketchbooks
Ideas	they have	explorations in a	develop simple	record	collect and	s Plan a	to collect
	produced,	sketch book.	ideas.Use a	media	record visual	sculpture	and record
	describing simple		sketchbook to	explorations and	information from	through	visual
	techniques and		plan and develop	experimentations	different	drawing	information
	media		simple ideas.Build	as well as try	sources as well	and other	from
	used.		information on	out ideas, plan	as	preparatory	different
			colour mixing,	colours and	planning, trying	work.	sources as
			the colour wheel	collect source	out ideas, plan	Use the	well
			and colour	material for future	colours and	sketchbook	as planning
			spectrums.	works.	collect source	to plan	and colleting
			Collect textures	• Use a	material for	how to join	source
			and patterns to	sketchbook to	future works.	parts of the	material.
			inform other work.	record	Express likes	sculpture.	Annotate
				media	and dislikes	Keep notes	work in
				explorations and	through	which	sketchbook.
				experimentations	annotations	consider	 Use the
				as well as	Use a sketch	how a piece	sketch book
				planning and	book to adapt	of work may	to plan
				collecting source	and	be	how to join
				material for future	improve original	developed	parts of the
				works.	ideas	further	sculpture.
				 Identify 	Keep notes to	Use	 Annotate
				interesting	indicate their	sketchbook	work in
				aspects of	intentions/purpo	s to collect	sketchbook.
				objects as a	se of a piece of	and record	
				starting point for	work	visual	
				work.		information	
				Use a sketch		from	
				book to express		different	
				feelings about a			
				subject			
				2 0.10 10 0 0			



Make notes in a	sources as
sketch book	well as
about techniques	planning,
used by artists	trying out
Annotate ideas	ideas, plan
for improving	colours
their work	and collect
through keeping	source
notes in a sketch	material
book	for future
	works.
Develop intricate	Adapt work
patterns/	as and
marks with a	when
variety of media.	necessary
Demonstrate	and explain
experience in	why.
different grades of	,.
pencil and	
other implements	
to draw	
different forms	
and shapes.	
Begin to	
indicate facial	
expressions in	
drawings	
Begin to show	
consideration in	
the choice of	
pencil grade they	
ponon grado moj	
use	
400	



		Possible artists: Picasso, Hopper, Surrealism etc.		



graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce using a pencil. • Start to produce different patterns and tone using a pencil. • Start to produce different patterns and tone using a pencil. • Start to produce different patterns and tone using a pencil. • Possible artists: Van Goph, Seurat • Possible artists: Van Goph, Seurat • Possible artists: Van Goph, Seurat • Use and begin to control the to must sing and pencils. • Use and begin to control the to create light/dark lines, light/dark lines, light/dark lines, chalk. • Draw on different range of media. • Draw on different orms and tines/marks from observations. • Start to produce different patterns and collete in patterns grades of pencil and other implements to create a detailed of and independent to create a detailed of and independent of their investigate tone by drawing light/dark lines, light/dark lines, light/dark lines, light/dark shapes using a pencil. • Draw on different trange of media. • Draw on different shapes using a pencil. • Draw for a sustained on the implements to draw during the indigendent to create in different grades of pencil and other implements of create a detailed of and independent way to coreate a detailed of and other implements to create a detailed of and marks with a variety of of media. • Draw for a sustained microscope in their own style of their own appropriate level. • Draw for a sustained of and independent to create in different grades of pencil and other implements to draw in drawing. • Draw for a sustained of and other implements to draw in drawing in the detailed of and independent to create in different grades of and marks. • Draw for a sustained of and one idifferent grades of and marks. • Draw for a sustained of media. • Draw for a sustained of and one id	Drawing	•Enjoy using	• Experiment with a		Develop intricate	Develop intricate	Work in a	• Work in a
fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces of different surfaces of different pasterns, elight/dark ines, light/dark the surfaces of different surfaces of different surfaces of different thickness and tone using a pencil. • Start to produce different prades of pencil and other implements to create lines and shapes using a pencil. • Draw on different thickness and tone using a pencil. • Start to produce different prades of pencil and other implements to create lines and marks. Draw for a sustained period of drawing. • Draw on different shapes using a pencil. • Draw on different thickness and tone using a pencil. • Develop a range of media. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on thickness and tone using a pencil. • Draw on different on the tinplements to create lines and sustained period of their work: line, tone, pattern, texture. Experiment with different on the tone of marks in the pattern, texture. Stepriment with different or and the variety of drawings and pencil. • Draw on different orms and shapes. • Develop a range of media. • Draw on different orms and shapes. • Develop a range of media. • Develop a range of media. • Develop are in ordicate facial • Control ore the tire of their work: line, tone, pattern, texture. Stepriment with different orms and and and make variety of drawings. • Draw for a sustained period of the work: line, tone, pattern, texture. Stepriment with different orms and shapes. • Draw for a sustained period of the vone, pattern, texture. Stepriment	Diawing			Continue to	•	· · · · · · · · · · · · · · · · · · ·		
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and pencils. • Use and begin to control a range of media. • Draw on different surfaces and tone using a pencil. • Start to produce different pencil and use a variety of produce different patterns and textures from observations, imagination and illustrations. • Possible artists: Van Gogh, Seurat Dastels, felt tips, light/dark lines, light/dark patterns, patterns, that level. Experience in different grades of other implements to create light of craw of their own assustained period of time at an appropriate level. Experiment with different stechniques to drawing. Produce darwing sustained period of time at an appropriate level. Experiment with different oshow consideration in the choice of pencil and other implements to create light of drawing. Produce darwing sustained experience in different sustained experience in different or sustained experience in different or drawing. Produce darwing leveling and other implements to craw firm as sustained experience in differ				_		_		
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observations, imagination and blending to create light/ dark lines. Dossible artists: Van Gogh, Seurat and blending to chalk. Understand tone through the use of pencils (HB, Gogh, Seurat Chalk. Picasso, Hopper, Surrealism etc. Further drawings featuring the third dimension and mixed media. Have different different techniques		patterns and	hatching, scribbling,	felt tips,		marks on a range	their own work.	sessions
imagination and illustrations. Create light/ dark lines. Cof different grades of pencils (HB, pencils (HB, and grades)) Create light/ dark lines. Cof different grades of pencils (HB, and grades) Contrast and mixed their own style using tonal contrast and mixed techniques for different and media. Cogh, Seurat Create light/ dark lines. Create light/ dark lines. Contrast and mixed their own style using tonal techniques and mixed their own style using tonal contrast and mixed their own style using the contrast and mixed their own style		textures from		charcoal, pen,				working on
dark lines. dark lines. through the use of different grades of pencils (HB, Gogh, Seurat Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of different grades of pencils (HB, Gogh, Seurat through the use of through through the use of through the use of through the use of through through the use of through through the use of through through through the use of through thro		observations,	and blending to	chalk.·	Picasso, Hopper,	Have	Start to develop	one
illustrations. Possible artists: Van Gogh, Seurat of different grades of pencils (HB, Gogh, Seurat) of different grades of		imagination			Surrealism etc.	opportunities		piece.
Possible artists: Van Gogh, Seurat grades of pencils (HB, and mixed techniques third dimension and media. Have different			dark lines.			· ·	style using tonal	
Possible artists: Van Gogh, Seurat pencils (HB, and third dimension and media. for different		illustrations.				_		_
Gogh, Seurat and Have different				•		_		·
				pencils (HB,				
norchootive energial numerose			Gogh, Seurat					
				an (n)		perspective.	opportunitie	purposes
2B, 4B) s to i.e.				2B, 4B)			s to	i.e.



Possible artists:	Further develop drawing a	develop further simple	shading, hatching
Durer, Da Vinci,	range	perspective in	within their
	of tones, lines	their work	own work,
	using a pencil.	using a single	understandi
	Include in their	focal point	ng
	drawing a	and	which works
	range	horizon.	well in their
	of technique and		work and
	begin to	Begin to	why.
	understand why	develop an	Develop their
	they best suit.	awareness	own style
	Begin to show	of	using
	awareness of	composition	tonal
	representing	,	contrast and
	texture	scale and	mixed
	through	proportion	media.
	the choice of	in their	• Have
	marks and	paintings.	opportunitie
	lines	• Use	s to
	made	drawing	develop further
	Attempt to show reflections in a	techniques to	simple perspective in
	drawing	work from a	their work
	Begin to use	variety of	using a single
	media and	sources	focal point
	techniques (line,	including	and
	tone, colour) to	observation	horizon.
	show		Develop an
	representation	, photograph	awareness
	of	S	of
		and digital	composition,
		images.	scale and



					movement in figures and forms. Possible artists: Goya, Sargent, Holbein.	Develop close observation skills using a variety of view finders. Artists: Moore sketchbook s, Rossetti, Klee, Calder, Cassatt	proportion in their paintings. Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.
Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers,twigs. Recognise and name the primary colours being used. Mix and match colours to different	Experiment with paint media using a range of tools, e.g.different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paintwithout the use of black orwhite. Begin to show control over the types of marks made.Paint on different surfaces with a range of media. Name the primary colours and start to mix	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lightre shades. Build confidence in	·Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes,thickened paint creating textural effects. Use light and dark within painting and begin to explore	· Confidently control the types of marks made and experiment with different effects and textures including blocking incolour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.Mix and match colours to	· Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. · Purposely control the types of marks made and



Explore working with paint on different surfaces and in in different ways i.e. coloured, sized and shaped paper. Explore working with paint on different surfaces and in an in marks made with the range of media. Explore working with paint on different surfaces and in an in marks made with the range of media. Explore working with paint on different surfaces and different surfaces and in an in marks made with the range of media. Explore working with paint towards predicting resulting colours. Understand the colour, shades and tones with increasing confidence. Understand the colour, shades and tones with increasing confidence. Understand the colour, shades and tones with increasing confidence. Understand the colour, shades and tones with increasing confidence. Understand the colour, shades and tones with increasing confidence. Understand the colour, shades and tones with increasing confidence. With increasing colours, shades and tones with increasing confidence. Within painting and show understanding of complimentary colours, shades and tones with increasing confidence. With increasing confidence with increasing confidence. With increasing colours, shades and tones with increasing confidence. With increasing colours, shades and tones with increasing confidence. With increasing confidence with increasing confidence with increasing confidence. With increasing confidence. With increasing confidence. With increasing confidence with increasing confidence with increasing confidence. With increasing colours, shades and tones with increasing confidence. With increasing confidence. With increasing confidence with increasing confidence. With increasing colours, shades and tones with increasing confidence. With increasing colours, shades and tones with increasing confidence. With increasing colours, shades and tones with increasing confidence. With increasing colours, shades and tones with increasing colours, shades and tones with increasing colours, shades and tones with increasing colours. With in	different surface and in different ways i.e. coloured,sized and shaped
--	---



3D						
		Experiment in a variety malleable media such as clay, papier-mache, salt dough,modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and	. Uso oquipment	· Work in a safe, organised way, caring for equipment. Secure work to continue at a	Work in a safe, organised way, caring for equipment. Secure work to	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.
	Enjoy using a variety of malleable media such as	imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.	· Use equipment and media with increasing confidence.· Use clay, modroc or other	later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when	continue at a later date. Show experience in combining pinch, slabbing	· Model and develop work through a combination of pinch, slab, and coil.



	salt mpress ly simple decoration technique including painting Use tools ar equipment safely and in the correct way	material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc Explore carving	Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as	necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art.	and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in model ling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create	· Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. · Recognise sculptural forms in the environment:
		G	· · · · · · · · · · · · · · · · · · ·			
	o <mark>f objects</mark>		· · · · · · · · · · · · · · · · · · ·			
					•	
			o o			
		Hepworth, Arp,				
materials	S.		· · · · · · · · · · · · · · · · · · ·			-
				•		
		Gabo	·			O .
		•				•
			· · · · · · · · · · · · · · · · · · ·	l control de la control de		
	·		well atry	Show awareness of	sculptures,	Furniture,
			out ideas.	the effect of	confidently and	buildings.
			Produce more intricate	time upon	successfully	Confidently
			surface	sculptures.	joining.Show	carve a simple
			patterns/ textures and	Possible artists:	increasing	form. Solve
			use them when	Egyptian Artefacts,	confidence	problems as
			appropriate.		to carve a	they occur. Use
			Produce larger ware		simple	language
			using	Christo.	form.,Use	appropriate to



		pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique. Possible artists: Calder, Segal, Leach, Kinetic, recycled found object sculptures from Africa and India (Flip- flop art).	language appropriate to skill and technique. Possible Artists: Frink, Balla, Andre Possible artists: Egyptian Artefacts, Christo.	skill and technique. Possible artistsHave opportunity to explore modern and traditional arts.



Taytura and Datter-	Enjoy playing	Investigate	Damanatrata	Create textures and	Experies and with	ا- ماريمار	Canaiday 45 a
Texture and Pattern	Enjoy playing	Investigate	· Demonstrate	Create textures and	Experiment with	Included	Consider the
	with and using a	textures by	experience in	patterns	different	tones and	use of
	variety of textiles	describing,	surface	with a wide range of	grades of pencil	tints, light	colour for
	and	naming, rubbing,	patterns/ textures	drawing	and other	and shade	
	fabric.Decorate a	copying.	and use them	implements.	implements to	becoming	
	piece of	Produce an	when appropriate.	Create textures and	achieve	increasingly	mood and
	fabric.Show	expanding range	Investigate	patterns	variations in	subtle as	atmosphere
	experience in	of	textures and	with a wide range of	tone.	understandi	
	simple	patterns and	produce an	drawing	Use	ng and skill	
	stitch work.Show	textures.	expanding range	implements.	complimentary	in using	
	experience in	Begin to	of patterns.	Create art works from	and	the	
	simple	understand how	Use line and	natural	contrasting	techniques	
	weaving: paper,	colours can link to	tone in different	materials to show an	colours for	develops.	
	twigs.Show	moods and	media to consider	awareness	effect		
	experience in	feelings in art.	shape, shade,	of different viewpoints			
	fabric	Use printmaking to	pattern and	of the			
	collage: layering	create a repeating	texture. Use	same object.			
	fabric.Use	pattern.	natural materials				
	appropriate		to consider				
	language		pattern and				
	to describe		texture (e.g.				
	colours,		stones,				
	media,equipment		leaves, feathers,				
	and textures.		sticks, grasses,				
			shells)				
	•		· Express links				
			between colour				
			and				
		Explore printing simple	emotion.				Demonstrate
		pictures with a range of		Print simple pictures		Use tools in a	experience in a
Printmaking		hard and soft	Continue to	using		safe way.	range of
		materials e.g. cork,	explore printing	different printing			printmaking
		pen barrels,sponge.	simple pictures	techniques.			



1	T =					
Enjoy taking	Experience impressed	with a range of	Continue to explore	Increase awareness	Continue to	techniques.
rubbings: leaf,	printing:e.g. printing		both mono-printing and	of mono and	gain experience	Describe
	from objects.	soft materials e.g.	relief	relief printing.		techniques and
	Use equipment and	cork, pen	printing.Demonstrate	Demonstrate	in overlaying	processes.
brick, coin.	media correctly and be	barrels, sponge.	experience in 3colour	experience in	colours.	Adapt their work
Simple	able to produce	Demonstrate	printing.Demonstrate	fabric printing.	Start to overlay	according
pictures	a clean printed image.	experience at	experience in	Expand experience	prints with	
	Explore printing in	impressed	combining prints taken	in 3 colour	other media.	to their views
	relief: e.g.	printing: drawing	from different objects to	printing.	Use print as a	and describe
by printing	String and card.	into	produce an	Continue to	starting point	how they might
from objects.	· Begin to identify	ink, printing from	end piece.	experience in	to embroidery.	develop it
· Develop	forms ofprinting:	objects.	Possible artists: Morris,	combining prints	Show	further.Develop
simple	Books, posters	· Use equipment	Labelling	taken from	experience in a	their own style
patterns by	pictures, fabrics.	and media		different objects to	range of	using
	printmaking to create a	correctly and be		produce an	mono print	tonal contrast
	repeating pattern.	able to produce a		end piece.Create	techniques.	and mixed
using		clean printed		repeating patterns.	•	media.
objects.	Possible artists:	image.			Possible	Possible artists:
· Énjoy	Warhol, Hokusai	Make simple		Possible artists:	artists:	Have
using	,	marks on rollers		Rothenstein,	Advertising,	opportunity to
stencils to		and		,	J,	explore modern
		printing palettes				and traditional
		Take simple		Kunisada	Bawden	arts.
create a		prints i.e. mono -				
picture.		printing.				
p		· Experiment with				Have
	Take a self-portrait or a	overprinting				opportunity to
	photograph.	motifs and colour.				explore
	Use a simple	Possible artists:				modern and
	computer paint	Hiroshige, Escher			Scan an image	traditional
	program to create a				or take digital	artists using ICT
	picture	Understand how	Use printed images		photographs	and other
	piotoro	to use 'zoom' to	taken with a		and use	resources.
		10 400 200111 10	tanon with a		and doc	100001000.



Art through Technology		show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it Continue to explore the work of a range of artists, craft make and designers, making comparisons and describing the differences and similarities and making link to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in	digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) Take photographs and explain their creative vision	Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint	software to alter them, adapt them and create work with meaning.Comp ose a photo with thought for textural qualities, light and shade.	Combine a selection of images using digital technology considering colour, size and rotation.
		<u>-</u>				



			· Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.				
Responding to Art	Look and talk about what they have produced, describing simple techniques and media used.	Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore the work of a range of	Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and	Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and	Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and	Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have



artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.	disciplines, and making links to their own work Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and other periods of time.	Begin to explore a range of great artists, architects and designers in history.	others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and	worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history.
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	FORMAL			
	1 311111111			
	Mix primary			
KNOWLEDGE	colours to make			
AND UNDERSTANDING	secondary			
AND UNDERSTANDING	colours			
	- Add white or			
	black paint to			
	alter tint or			
	shade of colours.			
	- Can use thin			
	brushes to add			
	details			
	- Can			
	independently			
	select additional			
	tools (stamps,			
	rollers etc.) to			
	improve			
	their painting.			
	- Create patterns			
	or meaningful			
	pictures when			
	printing.			
	- Draws with			
	detail (bodies			
	appropriately			



	sized, limbs and additional features, observational drawing/ painting) - Beginning to draw self-portraits, landscapes and building/cityscapes - Joins items in a variety of ways (Sellotape, masking tape, string, split pins)						
	EXPERIENTIAL	Voor 4	Vaca 2	Veer 2	Voor 4	Voor E	Voor C
	EYFS Unit 1	Year 1	Year 2 Unit 1:	Year 3 Unit 1:	Year 4 Unit 1:	Year 5 Unit 1:	Year 6 Unit 1:
	We teach this: We teach this	Unit 1: PROJECT A DISCOVERING	PROJECT A COLOUR	PROJECT A PART 1 QUENTIN BLAKE'S	PROJECT A ILLUSTRATING	PROJECT A PART ONE	PROJECT A
Our Teaching Sequence and Rationale	now because:	CHARCOAL	WHEEL MINI BEAST	DRAWING	THE	SKETCHBOOK	EXPLORING SET DESIGN
anu Kanonale		DRAWING LIKE A	MINI BEAST ARTWORK	<u>We teach this:</u> To make figurative	<u>JABBERWOCKY</u>	SKETCHBOOK EXPLORATION	SET DESIGN We teach this:
		CAVEMAN	We teach this:	drawings.	We teach this:	We teach this:	5 104011 111101
		<u>We teach this:</u> Explore the potential	Explore the			Develops	Range of
		of using charcoal for	colour wheel		Explores drawing in	drawing and	drawing and
		mark making	and colour	We teach this now	relation to language	sketch book	making and
	I		mixing	<u>because:</u>		work	asks children to



1	Table 1 and 1	1 =	1		
We teach this now	We teach this	Encourages children			consider what
<u>because:</u>	now because:	to really look at the			makes a
Introduce children	Develop dexterity	figure and its			dramatic image
to the beginning of	and decision	personality.	We teach this now		
drawings and inspire	making	PROJECT A PART2	<u>because:</u>		
mark making.	PROJECT B	SCULPTURAL		We teach this	
PROJECT B	THE ANIMAL	CHARACTERS	To develop	now because:	
WAX RESIST	PARADE	We teach this:	experimental and	Explores a	We teach this
AUTUMN LEAVES	We teach this:	Develops drawing	elemental	variety of	now because:
SQUIGGLE	To develop	into making.	drawing.	media.	Promotes
DRAWING AND	drawing,design,	We teach this now			independent
AUTUMN FLOOR	making and	because:			creative
DRAWINGS	painting skills in	Explores seeing big		PART 2	development
We teach this:	one coherent	shapes and gestures.		SUPERSIZED	and explores
Develop	project.	PROJECT B		JEWELLERY	links with
observational	We teach this	MAKING DRAWINGS	PROJECT B	We teach this:	literature
drawing skills.	now because:	MOVE	QUICK CLAY	Kick stars	,language and
We teach this now	Explores how 2	We teach this:	FIGURATIVE	jewellery	the visual arts.
because:	D becomes 3 D	Explores expression	SKETCHES/MAKI	and making on	
Exploration of		and character'	NG A POCKET	a large scale.	PROJECT B
drawing media.			GALLERY	-	
		We teach this now		We teach this	SHADOW
		because:	We teach this:	now because:	PUPPETS AND
			Introduces children	Explores	WHITEBOARDS
		Early introduction to	to think about how	making and	We teach this:
		animation	we as humans	connects to	Builds upon the
			might react to works	design, theatre	notion of story
			of art.	fashion.	telling and
			To encourage	PROJECT B	introduces
			children to look at	HOW DOES	character.
			familiar objects in a	THE	We teach this
			new light.	SCULPTURE	now because
				BALANCE	
•	•	•	•	_	



				We teach this now because: To develop clay sketching and sculptures. To think about 'What is Art?'	We teach this: Enables an exploration of construction and introduces sculptural ideas. We teach this now because Explores concepts about balance.	Develops dexterity skills Explores dexterity.
		Unit 2:	Unit 2:		<u>Unit 2:</u>	<u>Unit 2:</u> PROJECT A
Unit 2: We teach thi	Develop drawing skills and introduce pastel	PROJECT A We teach this: THE DRAWING CARTOON CHARACTERS We teach this: Develop images with personality	PROJECT A A CHEERFUL ORCHESTRA We teach this: Exploration of music and visual arts using one to inform understanding of the	Unit 2: PROJECT A DRAGONS AND BIRDS IN EGGS We teach this Combines drawing,printmaki	PROJECT A INSPIRED BY MIRO We teach this:	PART 1 GRAPHIC INKY STILL LIFE We teach this: Develops observational drawing.
We teach the now because	hecause:	and character through observation and intention.	other. We teach this now because:	ng and collage. We teach this now because: Precursor to the	Explores automatic drawing as a	We teach this now because: Explores
		We teach this now because:	Opportunities for working on a variety	Wax resist project	surrealist technique	composition and combines



		of scale and in a	WAX RESIST		drawing with
Working	on	variety of medium.	WITH COLOURED		making.
different s	cales	<u>PROJECTB</u>	<u>INKS</u>	We teach this	
PROJECT	<u>B</u>	TYPOGRAPHY FOR	We teach this	now because:	PROJECT A -
MAKING M	MONEY	CHILDREN	Development of	Explores	PART 2
			new techniques	construction in	STILL LIFE
We teach	this:	We teach this:	using coloured	3D to 2D	USING
Explore		Introduces children to	inks and Sgraffito	Explores	CARBON
relationsh	ip	the concept of font		drawing	PAPER
between	•	design.	We teach this now	inspired by	
drawing	and		because:	sound and	We teach this:
making;			Explores mark	mood.	Develop still life
We teac	h this		making and colour		and print making
now beca		We teach this now	PROJECT B	PROJECT B	, ,
	k on	because:	DRAWING WITH		We teach this
different s	cales		SCISSORS	FLAT YET	now because:
		Take inspiration from	We teach this:	SCULPTURAL	Enable creative
		many different sources	Develops	We teach this:	and
		to invent something	drawing,collage		experimental
		new.	and printing skills	Collage to	thinking.
			We teach this now	sculptures.	· ·
			because:	•	PROJECT B
			To teach the		Exploring
			children about	We teach this	Portraits
			interpretation of	now because:	PART 1
			Art	Explores	
				scaling up.	We teach this:
				3 1	Explores
					drawing on clay
					J 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
					We teach this
					now because:



						Exploration of drawing to relief work.
						PART 2 PAGE TO PANEL
						We teach this:
						Explores Manga style drawing. We teach this now because: Develop ideas about narrative and character into storyboards.
Unit 3: We teach this:	Unit 3: PLASTICINE PRINT MAKING PROJECT A	Unit 3: PROJECT A MONO PRINTING WITH	Unit 3: 3 D VISUAL MAP MAKING	Unit 3: PROJECT A DRAWING NESTS	Unit 3: SHOW ME WHAT YOU SEE	Unit 3: We teach this: CONQUERING SATS STRESS
	We teach this: Introduce effective printmaking	OIL PASTEL AND CARBON COPY PAPER	PROJECT A We teach this:	BUILDING NESTS We teach this:	Project A Part 1	PROJECT A We teach this:



We teach this	We teach this now	DRESSING UP	This project builds	Exploration of		Explores
now because:	because:	AS A FOSSIL	upon typography	observational and	We teach this:	transformation
	Explore concept of	We teach this:	skills and enables	experimental	Enables	of materials.
	negative /postive	Introduce mono	children to create 3 D	drawing of nests.	children to	
	space.	printing	maps.	3	make creative	
	PROJECT B	Work on new			responses	
	MAKING	mediums/mark	We teach this now	We teach this	whilst gathering	We teach this
	MAGICSPELLS	making	because:	because	information.	now because:
	We teach this:	9	Combines drawing	<u></u>		Explores design
	Consolidate learning	We teach this	and making.	The project	We teach this	and intention.
	of drawing and mark	now because:	PROJECT B	encourages	now because:	PROJECT B
	making.	<i>I</i> ntroduces	FRUIT INSPIRED	children to	Connects to	
	We teach this now	installation art.	CLAY TILES	experience at first	architecture and	PINCH POTS
	because:		DRAWING AND	hand how different	can be adapted	WAVE BOWLS
	Look at familiar objects		MAKING FLOWERS	media can be use	to	
	in different ways.		We teach this:	to change the feel	any era	We teach this:
			Introduces working in	and character of a	J, J. J.	Explores 3 D
			relief in clay.	drawing.		Making
			Explores paper and	3	SCULPTURES	Develops
			wire.		WITH	dexterity
			We teach this now	We teach this:	PERSONALITY	,
			because:		Project A Part	We teach this
			Develop a creative	Helps children	2	now because:
			response into 3	recognise the skills	We teach this:	Explores
			dimensions	they have which can	Understanding	design in
				be used towards	sculptures	greater depth
				building things in the	rather than	
				physical world.	models.	
				,		
				We teach this		
				because	We teach this	
					now because:	



	 	Challenges them to	Emphasis on	
		construct with a	how each child	
		variety of materials	can feel	
		towards a brief.	enabled to	
			make their own	
			artwork and	
		PROJECT B	express their	
		<u>THE</u>	own personality.	
		THOUGHTFUL	PROJECT B	
		MARK MAKING	MAKING A	
			FESTIVAL	
		BIRDS IN THE	FEAST	
		<u>TREES</u>	THE	
		We teach this:	COMMUNAL	
		Further develop	PICNIC	
		mark making and	DRAWING	
		hold the pen tool.		
		Bring together a	We teach this:	
		class art work.	Develops skills	
			in construction	
			,lateral	
		We teach this now	thinking,modelli	
		because:	ng and painting.	
		Explore	We teach this	
		composition.	now because:	
		·	Promotes	
			collaboration	
			in creativity.	

Our school provides a foundation for all to flourish rooted in the person and work of Jesus;



built upon Christian values encouraging aspirational achievement.