	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**How are we still linked to the first ever human species?** A study of prehistory		**How was Britain influenced by the Roman Empire?** A study of the ancient Britain.	**How was Britain influenced by the Roman Empire?** A comparison of Italy and Britain.	**Why do living things grow so differently?** A study of plants and growth.	**Why do living things grow so differently?** A comparison of growing conditions around the world.
	Drawing, Painting and Printing		***Collage***	***Sculpture***	***Drawing (embedding)***	N/A
	Drawing key skills Develop intricate patterns/marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective.	**Painting Key skills** Demonstrate with increasing control the types of brush techniques and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects, patterns and lines. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try	**Collage Key skills** Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Can improve skills of overlapping and overlaying to place objects in front and behind. Can cut multiple shapes with a scissors and arrange /stick	**Sculpture Key skills** Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Develop understanding of different ways of finishing work: glaze, paint, polish. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	**Drawing key skills** Develop intricate patterns/marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source	N/A

	Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Create textures and patterns with a wide range of drawing implements.	out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task. Experimenting with creating mood with colour. **Printing** Use layers of two or more colours - Demonstrate experience in 3 colour printing. Create repeating patterns. Print simple pictures using different printing techniques.	these on a surface for a purpose. Experiment with creating mood, feeling, movement and areas of interest using different media. Interpret stories, music, poems and other stimuli and represent these using mixed media elements. Use the natural / town environment as a stimulus for a mixed media work to convey meaning. Can make a representational textured image from found textures that have been selected.	Show real life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Use language appropriate to skill and technique. Use tools to carve and add shape, texture and pattern. Combine visual and tactile qualities.	material for future works. Begin to show an awareness of objects having a third dimension and perspective. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Create textures and patterns with a wide range of drawing implements.	
	Vocabulary Chalk Charcoal Cross hatching and hatching Grades (pencil) Implements Perspective Third dimension Textures and Tone Evaluate	Vocabulary Colour primary colours secondary colours Tone Evaluate Pattern Print Paint Shape	Vocabulary Annotate Collage Implements Mosaic Overlapping Resources Evaluate	Vocabulary Annotate Clay Detail Evaluate Join Mark Score Slip Smooth	Vocabulary Cross hatching and hatching Grades (pencil) Implements Perspective Third dimension Textures and Tone Evaluate	Vocabulary N/A

				Stick		
	<u>Additional Vocabulary</u> Notable Original Overlapping Palette Patterned Plain Precise Quilt Recognisable Recordings Refine Replicate Resources Rough Sketch Smooth Striking Style Tessellation Washes Watercolour					

Year 4	How have settlements shaped Britain? A study of Viking, Scots and Anglo-Saxon settlers.		What is the legacy of the Egyptians? A study of the Egyptian landscape and lifestyle.		How do living things adapt to their environment? A study into arthropods and other invertebrates.	Do we look after the Earth or does the Earth look after us? A study into the impact of environmental change.
	Drawing		***Sculpture***		***Painting***	***Collage/ Printing***
	Key Skills N/A	Key Skills Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit. Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow.	Key Skills N/A	Key Skills Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.	Key Skills Confidently control the types of brush techniques and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects, patterns and lines. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and	Key Skills **Collage** Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Can improve skills of overlapping and overlaying to place objects in front and behind.

		Use hatching and cross hatching to show tone and texture. Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. Have opportunities to develop further drawings featuring the third dimension and perspective.		Show real life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Use tools to carve and add shape, texture and pattern. Combine visual and tactile qualities.	tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying).	Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose. Experiment with creating mood, feeling, movement and areas of interest using different media. Interpret stories, music, poems and other stimuli and represent these using mixed media elements. Use the natural / town environment as a stimulus for a mixed media work to convey meaning. Can make a representational textured image from found textures that have been selected. **<u>Printing</u>** Use layers of two or more colours - Demonstrate experience in 3 colour printing. Create repeating patterns.

						Print simple pictures using different printing techniques.
	<u>Vocabulary</u> N/A	<u>Vocabulary</u> Annotate Cross hatching and hatching Grades (pencil) Implements Perspective Third dimension Textures and Tone	<u>Vocabulary</u> N/A	<u>Vocabulary</u> Annotate Clay Coiling Pinch Refine Sculpture Sketch Slabbing	<u>Vocabulary</u> Annotate Brush Techniques Colour Effects and Textures Primary colours Secondary colours Shades and Tone	<u>Vocabulary</u> Annotate Collage Implements Mosaic Overlapping Resources Evaluate Pattern Print Paint Shape
	<u>Additional Vocabulary</u> Notable Original Overlapping Palette Patterned Plain Precise Quilt Recognisable Recordings Refine Replicate Resources Rough Sketch Smooth Striking Style Tessellation					

	Washes Watercolour				
Year 5	**How did trade influence society?** A study of how society changed during the Tudor and Victorian period.	**How did trade influence society?** A study of how society changed during the Tudor and Victorian period.	**How has understanding space influenced Earth's development?** A study of earth and space.	**How important are rivers?** A study of rivers from source to sea.	**How did the Ancient Greeks have an impact on the western world?** A study of the life and achievements of an Ancient society.
	Drawing	**N/A**	***Collage/Printing***	***Painting***	***Sculpture***
	<u>Key skills</u> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work and use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection and use lines to represent movement. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. Develop further simple perspective in using a single focal point and horizon. Begin to	<u>Key skills</u> N/A	<u>Key skills</u> **<u>Collage</u>** Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities. Can select and use cutting tools and adhesives with care to achieve a specific outcome. Can embellish a surface using a variety of techniques, including drawing, painting and printing. Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water. Embellish decoratively using more layers of found materials to build complexity and	<u>Key skills</u> Confidently control the types of marks made and experiment with different effects and textures – brush techniques and qualities of paint to create texture. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to develop their own style of painting, drawing upon ideas from	<u>Key skills</u> Gain experience in modelling over an armature: newspaper frame for modroc. Use frameworks (such as wire or moulds) to provide stability and form. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show real life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Use tools to carve and add shape, texture and pattern.

	develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.		represent the qualities of a surface or thing. **Printing** Use tools in a safe way. Continue to gain experience in overlaying colours. Build up layers of colours. Start to overlay prints with other media. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Use a range of visual elements to reflect the purpose of the work.	other artists, using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural world or built world. Use the colours of watercolour and acrylic paints to create visually interesting pieces. Develop a personal style of painting, drawing upon ideas from other artists.	Combine visual and tactile qualities.
	Vocabulary Accuracy Facial features Perspective Portraiture Proportion Shading Shape Tone	Vocabulary	Vocabulary Annotate Collage Implements Mosaic Overlapping Resources Evaluate Pattern Print Paint	Vocabulary Annotate Implements Marks Media Perspective Shadow Cast shadow Sketch Textures and Tone	Vocabulary Adapt Armature Joining Proportions Prototype Refinements Stability and Form Texture and Pattern

			Shape		

Additional Vocabulary

Abstract
Acrylic
Animation
Ceramic
Convey
Enhance
Expression
Extend
Fluent
Frameworks
Grasp
Interpretation
Lifelike
Mimic
Perspective
Proportion
Provoke
Qualities
Stability
Tactile

	How did WW2 impact Britain and our local area?	How did WW2 impact Britain and our local area?	Why were rainforests important to the Maya?		How is Japan a unique country?	How is climate change impacting our coastline?
	Drawing	N/A	**Collage**	**Printing**	**Painting**	**Structures**
Year 6	Key skills Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work and use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection and use lines to represent movement. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings.		Key skills Confidently control the types of marks made and experiment with different effects and textures – brush techniques and qualities of paint to create texture. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to develop their own style of painting, drawing upon ideas from other artists, using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events.	Key skills Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media.	Key skills 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 experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Adapt their work according to their	Key skills Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Work around armatures or over constructed foundations. Use frameworks (such as wire or moulds) to provide stability and form. 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

	Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. .		Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural world or built world. Use the colours of watercolour and acrylic paints to create visually interesting pieces. Develop a personal style of painting, drawing upon ideas from other artists. Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities. Use ceramic mosaic materials and patterns. Can select and use cutting tools and adhesives with care to achieve a specific outcome. Can embellish a surface using a variety of techniques, including drawing, painting and printing. Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water. Embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing.	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.	views and describe how they might develop it further. Annotate work in sketchbook. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural world or built world. Use the colours of watercolour and acrylic paints to create visually interesting pieces. Develop a personal style of painting, drawing upon ideas from other artists.	environment: Furniture, buildings. Show real life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Solve problems as they occur. Combine visual and tactile qualities.

	Vocabulary Annotate Cross hatching and hatching Grades (pencil) Implements Media Perspective Shadows Third dimension Textures and Tone		**Vocabulary** Annotate Collage Implements Media Overlapping Perspective	**Vocabulary** Evaluate Pattern Print Paint	**Vocabulary** Annotate Implements Marks Media Perspective Shadow Cast shadow Sketch Textures and Tone	**Vocabulary** Adapt Armature Joining Proportions Stability and Form Texture and Pattern Combine Construct Environment Foundations Prototype Refinements
	Additional Vocabulary Abstract Acrylic Animation Ceramic Convey Enhance Expression Extend Fluent Frameworks Grasp Interpretation Lifelike Mimic Perspective Proportion					

	Provoke Qualities Stability Tactile