

	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Nursery CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Giseppe Arcimboldo -self portraits	Kandinsky - Circles and Triangles	Eric Carle - Print	Matisse - Prints	Pollock - Spots and Splats	3D sculptures
	<p>I know that I can build models using loose parts and building blocks.</p> <p>I know that I can pretend to be some one familiar to me in my play. For example; Pretending to be Daddy making a cup of tea.</p> <p>I know that I can use words from stories in my play.</p> <p>I know that I can show my ideas in role play, drawings and paintings.</p>	<p>I know that I can use different materials in my play to create a picture/painting or model.</p> <p>I know that colours can be mixed to create a new colour.</p> <p>I know that you can make snips into paper to create models.</p>	<p>I know how to join in with pretend play using objects to represent something else.</p> <p>I know how to create complex stories in my play using props such as dolls and houses.</p> <p>I know how to communicate in my drawings in a range of different ways.</p>	<p>I know that materials can be joined together using tape or glue.</p> <p>I know that materials can be joined together to create a model.</p> <p>I know that I can communicate through pictures and paintings.</p> <p>I know that instruments can be played in different ways.</p>	<p>I know you can communicate your ideas in paintings, drawings, models and role play.</p>	<p>I know you can make small world structures in my play.</p> <p>I know different materials can be combined to create a 3D model.</p> <p>I know that you can create stories using small world toys or props with a group of friends.</p>
	Ongoing					
Nursery skills	Lines, Shape and Proportion Progression		Colour, Tone and Texture		Analysing and Evaluating	
	<p>Can close lines using some control to create a shape</p> <p>Can represent human forms and features using simple shapes from memory or seen</p>		<p>Can move paint on a surface using brush strokes (multi directional) Explores colour and how colours can be changed via mixing of pain</p>		<p>Analysing Content and context (how why what if?)</p> <p>Evaluating- giving opinions, finding and assessing value</p> <p>Age appropriate language for analysing and evaluating</p>	
	Who we are	How we express ourselves	Where we are in place and time	Where we are in place and time	Sharing the planet	Sharing the planet
Reception CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	self portraits Frida Kahlo	festivities Paul Klee	observational drawings Van Gogh	3D sculptures Henry Moore	patterns/textiles Andy Goldsworth	collage Nick Gentry
	<p>I know that people from different countries may have different traditions.</p> <p>I know how to safely construct with a purpose and evaluate my designs.</p> <p>I know that you can draw closed lines to create a shape.</p> <p>I know which equipment is best for drawing and painting.</p> <p>I know that I can create different marks to make different marks on a surface.</p>	<p>I know how to learn the names of different tools and techniques that can be used to create Art.</p> <p>I know how to experiment with creating different things and to be able to talk about their uses.</p>	<p>I know that pictures can be created by making observations or by using imagination.</p> <p>I know how to use paints, pastels and other resources to create observational drawings.</p> <p>I know how to be able to safely construct with a purpose and evaluate their designs.</p>	<p>I know how to use a range of props to support and enhance role play.</p> <p>I know how to identify and select resources and tools to achieve a particular outcome.</p> <p>I know that I can create lines and shapes that more clearly reference a given shape or concept.</p> <p>I know how to represent different textures of an object using pencils, chalk or charcoal.</p> <p>I know how to represent different textures of an object using different brush strokes.</p> <p>I know how to experiment with different colours based on knowledge of mixing.</p>	<p>I know the different uses and purposes of a range of media and materials.</p> <p>I know how to safely construct with a purpose and evaluate my designs.</p> <p>I know how to comment on the subject and narrative in an artwork</p> <p>I know how to Identify colours in an artwork.</p> <p>I know how to discuss the shapes in an artwork and what they are (e.g. circles form the face)</p> <p>I know how to comment on whether I like and dislike my own work.</p> <p>I know whether I like and dislike an artwork.</p> <p>I know how to use words such as opinion/favourite/like/dislike/shows when talking about artwork.</p>	<p>I know how to describe ways of safely using and exploring a variety of materials.</p> <p>I know how to select tools and techniques needed to shape, assemble and join materials they are using.</p>

	Ongoing					
Reception skills	Lines, Shape and Proportion Progression		Colour, Tone and Texture		Analysing and Evaluating	
	Can create lines and shapes that more clearly reference a given shape or concept		Begin to represent different textures of an object using pencils, , chalk and charcoal Begin to represent different textures of an object using different brush strokes Experiments with different colours based on knowledge of mixing		Analysing content and context (the how why what if?) Evaluating-giving opinions, finding and assessing value Age appropriate language for analysing and evaluating	
	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	How we organise ourselves
KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Drawing skills	Printing	Colour mixing, shades and tints	Sculpture	Collage	Paitning
	<u>Picasso</u> <u>Use of a range of media to create portraits.</u> <u>Self portraits</u> <u>Picasso</u>	Art linked to celebrations. Christmas cards. Diva lamps - clay	Linked to famous artist portraits of events from history.	<u>Alebrijes (animal sculptor)</u> <u>Art work inspired by the piece of music - The Carnival of the Animals by Camille Saint-Saëns</u>	<u>Peter Thorpe</u> <u>Space themed art work</u> <u>Colour mixing to create planet art work</u> <u>Shades and tints to create moon themed art work</u>	Paitnings to represent themselves and the school community. Creation of a class/keystage sculpture
	Ongoing					
Year 1 Skills	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
	Develop and refine lines for increased accuracy Refine and combine shapes	Beginning to identify and apply different tones Can begin to mix colour to apply different tones and values	Making choices on the application of paint for a purpose Making choices on the lines and shapes for a purpose		Identifying content and themes (the how, why?), making connections Evaluating - giving opinions, discussing colour and basic art elements Age appropriate progression in language for analysing and evaluating	
	Ongoing					
Year 2 Skills	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
	Developing more controlled sketching skills Developing accuracy in lines and contours	Developing how colours are mixed for tone and gradient Refining how they use a pencil to add tone and gradient	Developing skills to produce artwork with the desired effect Refining lines for accuracy and effect		Identifying content, context (the how, why, what if..?) and art elements Evaluating - giving opinions, describing and evaluating artwork linked to art elements Age appropriate progression in language for analysing and evaluating	
	Who we are	How we express ourselves	How we organise ourselves	How the world works	Where we are in place and time	Sharing the planet
LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Painting Artwork from other cultures and time periods	Collage	Sketchbooks	3D/textiles and Printing	Digital Art	Drawing

	<p>To discuss and compare the work of different artists.</p> <p>To understand the viewpoints of others and what an artist is trying to express in their work.</p> <p>To be able to predict colours created through mixing.</p> <p>To know the position of colours on the colour wheel.</p> <p>To create a background wash when painting.</p> <p>To use a range of brushes for different effects.</p>	<p>Explore and evaluate examples of collage work.</p> <p>Identify how collage is created including the exploration of materials that can be used in collage.</p> <p>Plan and gather materials for a collage based around themselves, their interests and qualities.</p>	<p>Sketches in the style of L S Lowry</p>	<p>Printing Greek patterns.</p> <p>Understand the importance of Greek patterns such as the Greek Key Motif and why they were used.</p> <p>Know some common patterns used in Greek pottery and artwork.</p> <p>Experiment with copying and making Greek patterns.</p> <p>Apply knowledge of Greek patterns to their own work / designs.</p>	<p>Research Georges Seurat and Paul Signac and understand key things about their lives and careers.</p> <p>Know the art movements with which they belong.</p> <p>Understand and explore the techniques they are known for (Pointillism).</p> <p>Experiment with techniques being studied.</p> <p>Colour and pointillism</p>	<p>Keith Haring - Street Art</p>
Ongoing						
	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
Year 3 Skills	<p>Make choices to increase accuracy in application of lines and shapes</p> <p>Developing an understanding of perspective</p>	<p>Increasing maturity in the application of paint for tone and texture</p> <p>Increasing maturity in the application of tone when drawing</p>	<p>Using knowledge to improve application of lines and shapes</p> <p>Developing composition and form</p>		<p>Identifying and interpreting content and elements (the how, why, what if..?), making connections</p> <p>Evaluating - giving opinions, articulating and evaluating elements and purpose</p> <p>Age appropriate progression in language for analysing and evaluating</p>	
Ongoing						
	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
Year 4 Skills	<p>Developing proportion through scaling and perspective</p> <p>Making choices to develop and refine their recording of ideas</p>	<p>Refining the use of tone and colour in their artwork</p> <p>Exploration of further texture techniques</p>	<p>Choosing equipment for purpose and to reflect a style</p> <p>Developing proficiency and expression in their recording of ideas</p>		<p>Identify and connect content and elements, hypothesising and querying</p> <p>Evaluating - articulating rationale, evaluating and impact of elements</p> <p>Age appropriate progression in language for analysing and evaluating</p>	
	Who we are	How We Express Ourselves	How the World Works	Where we are in place and time.	How we organise ourselves	Sharing the Planet
UKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Portraits drawing and painting skills art appreciation	Banksy - moods and emotion in art (painting skills)	Printing Architecture of the Industrial Revolution	Digital Art - Cityscapes	Landscape collages / mixed media	Drawing skills 3D form - sculpt viking figures.
	<p>Develop an understanding of shape and proportion when drawing faces / portraits.</p> <p>Develop pencil techniques for creating tone.</p> <p>Use hatching, cross hatching, stippling and scribbling to create tonal effects.</p> <p>Analyse portraits and understand how portraits tell us how people want to be seen.</p> <p>Explore portraits of Henry VIII and Queen Elizabeth I.</p>	<p>Understand how art can give people a voice.</p> <p>Explore how art can provoke reaction.</p> <p>Know that media can differ in purpose and reflect a symbolic meaning.</p> <p>Explore stencil techniques and create own stencils.</p> <p>Explore the meaning behind some of Banksy's most famous works and use as inspiration for their own work.</p>	<p>Know what architecture is.</p> <p>Explore how buildings changed in the Industrial Revolution.</p> <p>Sketch from photographs and first hand observation.</p> <p>Understand what relief printing is.</p> <p>Know collograph printing is a type of relief printing.</p> <p>Develop designs for an architectural print.</p> <p>Experiment with creating architectural prints.</p>	<p>Explore proportion and create perspective in drawings using horizon lines.</p> <p>Understand foreground, mid ground and background in drawings when creating perspective.</p> <p>Explore one, two and three point perspective.</p> <p>Create cityscapes in different media.</p>	<p>Develop skills in moulding and manipulating clay. Experiment with joining techniques- use the slip, score and smooth technique.</p> <p>Show life-like qualities and proportions.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Experiment with frameworks to provide stability and form.</p>	
Ongoing						
	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
Year 5 Skills	<p>Developing and refining perspective within their artwork</p> <p>Making choices for emphasis within their work</p>	<p>Increasing maturity in the application of colour</p> <p>Exploration of further texture and tone techniques</p>	<p>Choosing medium and tools based on the purpose of the artwork</p> <p>Developing composition and stylistic effects</p>		<p>Identifying common themes and elements, hypothesising and explaining</p> <p>Evaluating - explaining the impact and symbolism of elements, articulate rationale and critique</p> <p>Age appropriate progression in language for analysing and evaluating</p>	

Ongoing				
	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect	Analysing and Evaluating
Year 6 Skills	Using proportion and perspective effectively within their artwork Use of accurate scaling within their work	Makes effective choices when applying colour for effect Can apply a range of texture and tone techniques	Making choices to convey aesthetic/movement Making choices to convey mood/meaning	Identify purpose and influence within artwork, analyse the use of elements and generate questions Explaining the impact of elements and symbolic references, evaluating their success and critique Age appropriate progression in language for analysing and evaluating
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	https://sites.google.com/latrust.org.uk/art-craft-and-design/home/key-stage-resources/primary-resources?authuser=0			
	https://lat.sharepoint.com/sites/education/SitePages/Curriculum-Advisor-Microsites.aspx			