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# SOUND & DISTRICT PRIMARY SCHOOL

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Whole School Art Progression Map  
Substantive Knowledge & Disciplinary Concepts



## **Who is this document for?**

This progression has been made to help both Class Teachers and the Art Subject Lead.

For Class Teachers this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how key areas are developed over time and built on, as well as exact key knowledge that children must know in each unit and each class.

In addition to the above, it also allows the Art Subject Lead to know when key areas are being taught, which resources may be needed across the school at a particular time and also help with monitoring of key knowledge and coverage for triangulation.

## YEAR A

Class	Autumn A	Spring A	Summer A
<b>Diamond (EYFS)</b>	Expressive arts and Design (EAD)		
<b>Emerald (Y1)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Painting and Mixed Media	Craft and Design Printing	Craft and Design Collage
<b>Ruby (Y2)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	3D Sculpture	Painting and Mixed Media	Craft and design Textiles
<b>Opal (Y3/4)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	3D Sculpture	Craft and Design Textiles	Drawing
<b>Topaz (Y4/5)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Drawing	3D Sculpture	Craft and Design Textiles
<b>Onyx (Y6)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Painting	Craft and Design Printing	Craft and Design Collage

## YEAR B

Class	Autumn B	Spring B	Summer B
<b>Diamond (EYFS)</b>	Expressive arts and Design (EAD)		
<b>Emerald (Y1)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Painting and Mixed Media	Craft and Design Printing	Craft and Design Collage
<b>Ruby (Y2)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	3D Sculpture	Painting and Mixed Media	Craft and design Textiles
<b>Opal (Y3/4)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Craft and Design Collage	Painting and Mixed Media	Craft and Design Printing
<b>Topaz (Y4/5)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Painting and Mixed Media	Craft and Design Printing	Craft and Design Collage
<b>Onyx (Y6)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Painting and Mixed Media	Craft and Design Printing	Craft and Design Collage

## YEAR C

Class	Autumn C	Spring C	Summer C
<b>Diamond (EYFS)</b>	Expressive arts and Design (EAD)		
<b>Emerald (Y1)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Painting and Mixed Media	Craft and Design Printing	Craft and Design Collage
<b>Ruby (Y2)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	3D Sculpture	Painting and Mixed Media	Craft and design Textiles
<b>Opal (Y3/4)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	3D Sculpture	Painting and Mixed Media	Drawing
<b>Topaz (Y4/5)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Drawing	3D Sculpture	Painting and Mixed Media
<b>Onyx (Y6)</b>	Knowledge of Artists including Talking Points Access Art		
	Digital Media		
	Drawing		
	Craft and Design Textiles	Drawing	3D Sculpture

# YEAR A

Class/ Year Group	Autumn Term	Spring Term	Summer Term
Diamond (EYFS)  Expressive arts and design (EAD)	Drawing	Painting	3d Sculpture
	<ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Explore different textures</li> <li>• Begin to draw increasingly accurate drawings of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and use primary colours.</li> <li>• Recognise different colours.</li> <li>• Mix colours through exploration.</li> <li>• Learn the names of different tools that bring colour.</li> <li>• Investigate and use a range of tools to make coloured marks on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop a confidence in handling, feeling, enjoying and manipulating materials.</li> <li>• Begin to construct using a variety of joining methods and materials.</li> <li>• Build and destroy through play.</li> <li>• Shape and model malleable materials.</li> </ul>
	Collage	Printing	Textiles
	<ul style="list-style-type: none"> <li>• Manipulate and handle different materials.</li> <li>• Explore different qualities of texture and use simple language through sensory play.</li> <li>• Make simple collages, selecting own materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with variety of objects.</li> <li>• Print with block colours.</li> <li>• Explore the process of rubbings</li> <li>• Begin to explore pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore different materials and their qualities through a range of discovery activities.</li> <li>• Explore the possibilities of joining different materials.</li> </ul>
Emerald (Y1)	<b>Painting and Mixed Media</b>	<b>Craft and Design Printing</b>	<b>Craft and Design Collage</b>
	<ul style="list-style-type: none"> <li>• Name all the colours.</li> <li>• Mix primary colours.</li> <li>• Begin to use black and white to create tints and tones.</li> <li>• Create a range of marks with a paintbrush.</li> <li>• Create texture using colour, different thicknesses of paint and by adding sand</li> <li>• Work from direct observation and imagination</li> <li>• Work on different scales</li> </ul>	<ul style="list-style-type: none"> <li>• Take a rubbing showing a range of textures and patterns.</li> <li>• Take a print from object: leaf, hand, onion, etc.</li> <li>• Develop simple patterns by using objects: vegetables, leaves, etc.</li> <li>• Produce simple pictures by printing objects.</li> <li>• Finger print, sponge sprint, block print to form patterns experimenting with the amount of paint applied and develop control.</li> <li>• Design repetitive patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Impress and apply simple decoration.</li> <li>• Use glue and paste carefully.</li> <li>• Cut shapes using scissors.</li> <li>• Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc</li> </ul>

Ruby (Y2)	<h3>3D Sculpture</h3>	<h3>Painting and Mixed Media</h3>	<h3>Craft and design Textiles</h3>
	<ul style="list-style-type: none"> <li>• Use equipment in a correct and safe way.</li> <li>• Join with confidence.</li> <li>• Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Use simple tools for shaping, mark making, etc.</li> <li>• Construct from found junk materials.</li> <li>• Replicate patterns and textures in a 3-D form.</li> <li>• Cover 3D pieces with papier-mâché.</li> <li>• Look at the work of sculptors as starting points for own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of colours (e.g. secondary).</li> <li>• Share colour charts to compare variations of the same colour.</li> <li>• Make as many tones of one colour as possible using white.</li> <li>• Work on different scales</li> <li>• Darken colours without using black.</li> <li>• Create and experiment with shades of colour.</li> <li>• Recognise warm and cold colours.</li> <li>• Create washes to form backgrounds.</li> <li>• Begin to explore the relationship between colour and moods/feelings – red – angry/fire, blue – calm/seaside.</li> <li>• Work in different consistencies</li> <li>• Use the brush to create a wide range of marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials effectively by gluing and/or stitching.</li> <li>• Use plaiting.</li> <li>• Use dip dye technique.</li> <li>• Confidently cut and shape fabric</li> </ul>
Opal (Y3/4)	<h3>3D Sculpture Autumn</h3>		
<b>Year A</b>	<h4>Year 3</h4>	<h4>Year 4</h4>	
	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation.</li> <li>• Develop confidence working with clay adding greater detail and texture.</li> <li>• Add colour once clay is dried.</li> <li>• Use pipe cleaners/wire to create sculptures of human forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from imagination.</li> <li>• Use surface patterns/ textures.</li> <li>• Investigate ways of joining clay - scratch and slip</li> <li>• Use 'modroc'.</li> <li>• Analyse and interpret natural and manmade forms of construction.</li> <li>• Use Papier mache to create a simple 3D object</li> </ul>	
	<h3>Craft and Design – Textiles Spring</h3>		
	<h4>Year 3</h4>	<h4>Year 4</h4>	
	<ul style="list-style-type: none"> <li>• Create weavings.</li> <li>• Use simple stitching effectively to join materials.</li> <li>• Explore how materials can be coloured/ dyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Quilt, pad and gather fabric.</li> <li>• Match the tool to the material</li> </ul>	

	<b>Drawing Summer</b>	
	<b>Year 3</b>	<b>Year 4</b>
	<ul style="list-style-type: none"> <li>• Control a pencil with increasing confidence.</li> <li>• Include increased detail within work.</li> <li>• Draw for a sustained period of time</li> <li>• Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form).</li> <li>• Create texture through rubbings and creating surface patterns with pencils (focus on different textures).</li> <li>• Use tracing.</li> <li>• Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>• Accurately draw people – particularly faces.</li> <li>• Use initial sketches as a preparation for painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw for sustained periods of time</li> <li>• Experiment with different tones using graded pencils.</li> <li>• Solidify infill shapes with coloured pencils and can produce a range of tones with each.</li> <li>• Express different feelings through drawing.</li> <li>• Identify and draw the effect of light.</li> <li>• Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>• Accurately draw whole people including proportion and placement.</li> <li>• Draw to the correct scale and proportion.</li> </ul>
Topaz (Y4/5)	<b>Drawing Autumn</b>	
<b>Year A</b>	<b>Year 4</b>	<b>Year 5</b>
	<ul style="list-style-type: none"> <li>• Draw for sustained periods of time</li> <li>• Experiment with different tones using graded pencils.</li> <li>• Solidify infill shapes with coloured pencils and can produce a range of tones with each.</li> <li>• Express different feelings through drawing.</li> <li>• Identify and draw the effect of light.</li> <li>• Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>• Accurately draw whole people including proportion and placement.</li> <li>• Draw to the correct scale and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of pencils (including different grades of pencil).</li> <li>• Begin to create depth in a composition through the use of very simple perspective.</li> <li>• Draw the layout of the face and figure.</li> <li>• Experiment with shading techniques (light/dark – pencil).</li> <li>• Begin to draw the effect of light on objects and people from different directions.</li> <li>• Begin to interpret the texture of a surface.</li> <li>• Produce increasingly accurate drawings of people.</li> <li>• Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.</li> <li>• Explore colour mixing and blending techniques with coloured pencils</li> </ul>



### 3D Sculpture Spring

#### Year 4

- Shape, form, model and construct from imagination.
- Use surface patterns/ textures.
- Investigate ways of joining clay - scratch and slip
- Use 'modroc'.
- Analyse and interpret natural and manmade forms of construction.
- Use Papier mache to create a simple 3D object

#### Year 5

- Shape, form, model and join with confidence.
- Work directly from observation with confidence.
- Build a collage element into the sculptural process.
- Use objects around us to form sculptures.
- Discuss and evaluate own work and that of other sculptors.
- Develop skills in using clay inc. slabs, coils, slips

### Craft and Design – Textiles Summer

#### Year 4

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Quilt, pad and gather fabric.
- Match the tool to the material

#### Year 5

- Begin to make decisions on own learning (eg. best stitching to use).
- Use different dyeing techniques (tie-dye, batik).

Onyx (Y6)

#### Painting

- Begin to use different kinds of paints (acrylics, watercolour etc.) Investigate working on canvas experiment with colour in creating an effect.
- Develop watercolour techniques.
- Develop fine brush strokes.
- Use complementary colours.
- Replicate patterns, colours and textures in their work.
- Confidently work from imagination.
- Confidently use hue, tint, tone, shades and mood. moods/feelings – red – angry/fire, blue – calm/seaside.
- Work in different consistencies.

#### Craft and Design Printing

- Explore monoprinting.
- Combine prints to produce an end piece.
- Colour mix through overlapping colour prints.
- Produce pictorial and patterned prints.
- Introduce fabric block printing.
- Use printing techniques such as tie- dye.
- Create tie dye pieces combining two colours.

#### Craft and Design Collage

- Produce more intricate patterns and textures.
- Work directly from imagination with confidence.
- Add collage to a painted, printed or drawn background
- Use collage as a means of extending work from initial ideas

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|  | <ul style="list-style-type: none"><li>• Use the brush to create a wide range of marks. abstract colour palettes (e.g. blues for leaves).</li><li>• Confidently explore the use of texture in colour.</li><li>• Use colour to express feelings.</li><li>• Use mixed media experimentations in their work.</li><li>• Paint using a limited palette. E.g. shades of 1 colour only.</li><li>• Use perspective in their paintings and compositions.</li></ul> |  |  |
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## YEAR B

Class/ Year Group	Autumn Term	Spring Term	Summer Term
Diamond (EYFS)  Expressive arts and design (EAD)	Drawing	Painting	3d Sculpture
	<ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Explore different textures</li> <li>• Begin to draw increasingly accurate drawings of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and use primary colours.</li> <li>• Recognise different colours.</li> <li>• Mix colours through exploration.</li> <li>• Learn the names of different tools that bring colour.</li> <li>• Investigate and use a range of tools to make coloured marks on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop a confidence in handling, feeling, enjoying and manipulating materials.</li> <li>• Begin to construct using a variety of joining methods and materials.</li> <li>• Build and destroy through play.</li> <li>• Shape and model malleable materials.</li> </ul>
	Collage	Printing	Textiles
	<ul style="list-style-type: none"> <li>• Manipulate and handle different materials.</li> <li>• Explore different qualities of texture and use simple language through sensory play.</li> <li>• Make simple collages, selecting own materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with variety of objects.</li> <li>• Print with block colours.</li> <li>• Explore the process of rubbings</li> <li>• Begin to explore pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore different materials and their qualities through a range of discovery activities.</li> <li>• Explore the possibilities of joining different materials.</li> </ul>
Emerald (Y1)	<b>Painting and Mixed Media</b>	<b>Craft and Design Printing</b>	<b>Craft and Design Collage</b>
	<ul style="list-style-type: none"> <li>• Name all the colours.</li> <li>• Mix primary colours.</li> <li>• Begin to use black and white to create tints and tones.</li> <li>• Create a range of marks with a paintbrush.</li> <li>• Create texture using colour, different thicknesses of paint and by adding sand</li> <li>• Work from direct observation and imagination</li> <li>• Work on different scales</li> </ul>	<ul style="list-style-type: none"> <li>• Take a rubbing showing a range of textures and patterns.</li> <li>• Take a print from object: leaf, hand, onion, etc.</li> <li>• Develop simple patterns by using objects: vegetables, leaves, etc.</li> <li>• Produce simple pictures by printing objects.</li> <li>• Finger print, sponge sprint, block print to form patterns experimenting with the amount of paint applied and develop control.</li> <li>• Design repetitive patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Impress and apply simple decoration.</li> <li>• Use glue and paste carefully.</li> <li>• Cut shapes using scissors.</li> <li>• Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc</li> </ul>

Ruby (Y2)	<h3 style="text-align: center;">3D Sculpture</h3>	<h3 style="text-align: center;">Painting and Mixed Media</h3>	<h3 style="text-align: center;">Craft and design Textiles</h3>
	<ul style="list-style-type: none"> <li>• Use equipment in a correct and safe way.</li> <li>• Join with confidence.</li> <li>• Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Use simple tools for shaping, mark making, etc.</li> <li>• Construct from found junk materials.</li> <li>• Replicate patterns and textures in a 3-D form.</li> <li>• Cover 3D pieces with papier-mâché.</li> <li>• Look at the work of sculptors as starting points for own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of colours (e.g. secondary).</li> <li>• Share colour charts to compare variations of the same colour.</li> <li>• Make as many tones of one colour as possible using white.</li> <li>• Work on different scales</li> <li>• Darken colours without using black.</li> <li>• Create and experiment with shades of colour.</li> <li>• Recognise warm and cold colours.</li> <li>• Create washes to form backgrounds.</li> <li>• Begin to explore the relationship between colour and moods/feelings – red – angry/fire, blue – calm/seaside.</li> <li>• Work in different consistencies</li> <li>• Use the brush to create a wide range of marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials effectively by gluing and/or stitching.</li> <li>• Use plaiting.</li> <li>• Use dip dye technique.</li> <li>• Confidently cut and shape fabric</li> </ul>
Opal (Y3/4)	<h3 style="margin: 0;">Craft and Design - Collage</h3> <h4 style="margin: 0;">Autumn</h4>		
<b>Year B</b>	Year 3		Year 4
	<ul style="list-style-type: none"> <li>• Use ripping as a technique for collage.</li> <li>• Experiment with techniques e.g. overlapping, layering to create images and represent textures</li> </ul>	<ul style="list-style-type: none"> <li>• Use the technique of overlaying - building up layers on the surface/colour mixes.</li> <li>• Use collage as a means of collecting ideas and information and building a visual library</li> </ul>	
	<h3 style="margin: 0;">Painting and Mixed Media</h3> <h4 style="margin: 0;">Spring</h4>		
	Year 3		Year 4
	<ul style="list-style-type: none"> <li>• Use paint and equipment correctly.</li> <li>• Make a colour wheel.</li> <li>• Predict colour mixing results with increasing accuracy – referring to the colour wheel.</li> <li>• Use colour washes to build up thicker layers and paint detail.</li> <li>• Use a brush to produce marks appropriate for work e.g., teaching how to use dotting, scratching and splashing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paint and equipment correctly and with increasing confidence.</li> <li>• Use the colour wheel to mix different shades of the same colour.</li> <li>• Mix and match colours (create palettes to match images)</li> <li>• Experiment with watercolour, exploring intensity of colour to develop shades.</li> <li>• Understand how to use tints and tones - to lighten and darken with the use of black and white.</li> </ul>	

	<ul style="list-style-type: none"> <li>Work on a range of scales using a variety of brushes. E.g. thin brush on a small picture.</li> <li>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</li> </ul>	<ul style="list-style-type: none"> <li>Competently work with different consistencies of paint to create different effects</li> </ul>
	<b>Craft and Design - Printing Summer</b>	
	<b>Year 3</b>	<b>Year 4</b>
	<ul style="list-style-type: none"> <li>Create repeating patterns.</li> <li>Create continuous patterns.</li> <li>Print two colour overlays.</li> <li>Use roller and ink printing using simple block shapes formed by children. E.g. fossil printing.</li> </ul>	<ul style="list-style-type: none"> <li>Create tessellations patterns.</li> <li>Use relief and impressed printing processes.</li> <li>Use language appropriate to skill.</li> <li>Colour mix blend through overlapping colour prints.</li> <li>Use roller and inks and take prints from other objects. (leaves, fabric, corrugated card) to show texture.</li> <li>Interpret environmental and manmade patterns.</li> </ul>
Topaz (Y4/5)	<b>Painting and Mixed Media Autumn</b>	
<b>Year B</b>	<b>Year 4</b>	<b>Year 5</b>
	<ul style="list-style-type: none"> <li>Use paint and equipment correctly and with increasing confidence.</li> <li>Use the colour wheel to mix different shades of the same colour.</li> <li>Mix and match colours (create palettes to match images)</li> <li>Experiment with watercolour, exploring intensity of colour to develop shades.</li> <li>Understand how to use tints and tones - to lighten and darken with the use of black and white.</li> <li>Competently work with different consistencies of paint to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>Build on previous work with colour by exploring intensity</li> <li>Use colours and explore their relationships – eg. hot and cold colours.</li> <li>Confidently work from direct observation.</li> <li>Begin to use hue, tint, tone, shades and mood.</li> <li>Begin to explore the use of texture in colour.</li> <li>Explore using limited colour palettes.</li> </ul> <p>Mark make with paint (dashes, blocks of colour, strokes, points).</p>
	<b>Craft and Design - Printing Spring</b>	
	<b>Year 4</b>	<b>Year 5</b>

	<ul style="list-style-type: none"> <li>• Create tessellations patterns.</li> <li>• Use relief and impressed printing processes.</li> <li>• Use language appropriate to skill.</li> <li>• Colour mix blend through overlapping colour prints.</li> <li>• Use roller and inks and take prints from other objects. (leaves, fabric, corrugated card) to show texture.</li> <li>• Interpret environmental and manmade patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a two colour print and begin to experiment with additional colours.</li> <li>• Experiment with screen printing</li> <li>• Create polystyrene printing blocks to use with roller and ink</li> </ul>
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**Craft and Design – Collage  
Summer**

Year 4	Year 5
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<ul style="list-style-type: none"> <li>• Use the technique of overlaying - building up layers on the surface/colour mixes.</li> </ul> <p>Use collage as a means of collecting ideas and information and building a visual library</p>	<ul style="list-style-type: none"> <li>• Use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</li> <li>• Use collage as a means of extending work from initial ideas</li> </ul>
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Onyx (Y6)	<b>Painting</b>	<b>Craft and Design Printing</b>	<b>Craft and Design Collage</b>
	<ul style="list-style-type: none"> <li>• Begin to use different kinds of paints (acrylics, watercolour etc.) Investigate working on canvas experiment with colour in creating an effect.</li> <li>• Develop watercolour techniques.</li> <li>• Develop fine brush strokes.</li> <li>• Use complementary colours.</li> <li>• Replicate patterns, colours and textures in their work.</li> <li>• Confidently work from imagination.</li> <li>• Confidently use hue, tint, tone, shades and mood. moods/feelings – red – angry/fire, blue – calm/seaside.</li> <li>• Work in different consistencies.</li> <li>• Use the brush to create a wide range of marks. abstract colour palettes (e.g. blues for leaves).</li> <li>• Confidently explore the use of texture in colour.</li> <li>• Use colour to express feelings.</li> <li>• Use mixed media experimentations in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore monoprinting.</li> <li>• Combine prints to produce an end piece.</li> <li>• Colour mix through overlapping colour prints.</li> <li>• Produce pictorial and patterned prints.</li> <li>• Introduce fabric block printing.</li> <li>• Use printing techniques such as tie- dye.</li> <li>• Create tie dye pieces combining two colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce more intricate patterns and textures.</li> <li>• Work directly from imagination with confidence.</li> <li>• Add collage to a painted, printed or drawn background</li> <li>• Use collage as a means of extending work from initial ideas</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Paint using a limited palette. E.g. shades of 1 colour only.</li><li>• Use perspective in their paintings and compositions.</li></ul> |  |  |
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## YEAR C

Class/ Year Group	Autumn Term	Spring Term	Summer Term
Diamond (EYFS)  Expressive arts and design (EAD)	Drawing	Painting	3d Sculpture
	<ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools.</li> <li>• Use drawings to tell a story.</li> <li>• Investigate different lines.</li> <li>• Explore different textures</li> <li>• Begin to draw increasingly accurate drawings of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with and use primary colours.</li> <li>• Recognise different colours.</li> <li>• Mix colours through exploration.</li> <li>• Learn the names of different tools that bring colour.</li> <li>• Investigate and use a range of tools to make coloured marks on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop a confidence in handling, feeling, enjoying and manipulating materials.</li> <li>• Begin to construct using a variety of joining methods and materials.</li> <li>• Build and destroy through play.</li> <li>• Shape and model malleable materials.</li> </ul>
	Collage	Printing	Textiles
	<ul style="list-style-type: none"> <li>• Manipulate and handle different materials.</li> <li>• Explore different qualities of texture and use simple language through sensory play.</li> <li>• Make simple collages, selecting own materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Print with variety of objects.</li> <li>• Print with block colours.</li> <li>• Explore the process of rubbings</li> <li>• Begin to explore pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore different materials and their qualities through a range of discovery activities.</li> <li>• Explore the possibilities of joining different materials.</li> </ul>
Emerald (Y1)	Painting and Mixed Media	Craft and Design Printing	Craft and Design Collage
	<ul style="list-style-type: none"> <li>• Name all the colours.</li> <li>• Mix primary colours.</li> <li>• Begin to use black and white to create tints and tones.</li> <li>• Create a range of marks with a paintbrush.</li> <li>• Create texture using colour, different thicknesses of paint and by adding sand</li> <li>• Work from direct observation and imagination</li> <li>• Work on different scales</li> </ul>	<ul style="list-style-type: none"> <li>• Take a rubbing showing a range of textures and patterns.</li> <li>• Take a print from object: leaf, hand, onion, etc.</li> <li>• Develop simple patterns by using objects: vegetables, leaves, etc.</li> <li>• Produce simple pictures by printing objects.</li> <li>• Finger print, sponge print, block print to form patterns experimenting with the amount of paint applied and develop control.</li> <li>• Design repetitive patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Impress and apply simple decoration.</li> <li>• Use glue and paste carefully.</li> <li>• Cut shapes using scissors.</li> <li>• Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc</li> </ul>



Ruby (Y2)	<h3>3D Sculpture</h3>	<h3>Painting and Mixed Media</h3>	<h3>Craft and design Textiles</h3>
	<ul style="list-style-type: none"> <li>• Use equipment in a correct and safe way.</li> <li>• Join with confidence.</li> <li>• Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>• Use simple tools for shaping, mark making, etc.</li> <li>• Construct from found junk materials.</li> <li>• Replicate patterns and textures in a 3-D form.</li> <li>• Cover 3D pieces with papier-mâché.</li> <li>• Look at the work of sculptors as starting points for own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of colours (e.g. secondary).</li> <li>• Share colour charts to compare variations of the same colour.</li> <li>• Make as many tones of one colour as possible using white.</li> <li>• Work on different scales</li> <li>• Darken colours without using black.</li> <li>• Create and experiment with shades of colour.</li> <li>• Recognise warm and cold colours.</li> <li>• Create washes to form backgrounds.</li> <li>• Begin to explore the relationship between colour and moods/feelings – red – angry/fire, blue – calm/seaside.</li> <li>• Work in different consistencies</li> <li>• Use the brush to create a wide range of marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials effectively by gluing and/or stitching.</li> <li>• Use plaiting.</li> <li>• Use dip dye technique.</li> <li>• Confidently cut and shape fabric</li> </ul>
Opal (Y3/4)  <b>Year C</b>	<h3>3D Sculpture Autumn</h3>		
	<h4>Year 3</h4>	<h4>Year 4</h4>	
	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from observation.</li> <li>• Develop confidence working with clay adding greater detail and texture.</li> <li>• Add colour once clay is dried.</li> <li>• Use pipe cleaners/wire to create sculptures of human forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct from imagination.</li> <li>• Use surface patterns/ textures.</li> <li>• Investigate ways of joining clay - scratch and slip</li> <li>• Use 'modroc'.</li> <li>• Analyse and interpret natural and manmade forms of construction.</li> <li>• Use Papier mache to create a simple 3D object</li> </ul>	
	<h3>Painting and Mixed Media Spring</h3>		
	<h4>Year 3</h4>	<h4>Year 4</h4>	
	<ul style="list-style-type: none"> <li>• Use paint and equipment correctly.</li> <li>• Make a colour wheel.</li> <li>• Predict colour mixing results with increasing accuracy – referring to the colour wheel.</li> <li>• Use colour washes to build up thicker layers and paint detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paint and equipment correctly and with increasing confidence.</li> <li>• Use the colour wheel to mix different shades of the same colour.</li> <li>• Mix and match colours (create palettes to match images)</li> </ul>	

	<ul style="list-style-type: none"> <li>Use a brush to produce marks appropriate for work e.g., teaching how to use dotting, scratching and splashing.</li> <li>Work on a range of scales using a variety of brushes. E.g. thin brush on a small picture.</li> <li>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with watercolour, exploring intensity of colour to develop shades.</li> <li>Understand how to use tints and tones - to lighten and darken with the use of black and white.</li> <li>Competently work with different consistencies of paint to create different effects</li> </ul>
	<b>Drawing Summer</b>	
	<b>Year 3</b>	<b>Year 4</b>
	<ul style="list-style-type: none"> <li>Control a pencil with increasing confidence.</li> <li>Include increased detail within work.</li> <li>Draw for a sustained period of time</li> <li>Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form).</li> <li>Create texture through rubbings and creating surface patterns with pencils (focus on different textures).</li> <li>Use tracing.</li> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>Accurately draw people – particularly faces.</li> <li>Use initial sketches as a preparation for painting.</li> </ul>	<ul style="list-style-type: none"> <li>Draw for sustained periods of time</li> <li>Experiment with different tones using graded pencils.</li> <li>Solidify infill shapes with coloured pencils and can produce a range of tones with each.</li> <li>Express different feelings through drawing.</li> <li>Identify and draw the effect of light.</li> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>Accurately draw whole people including proportion and placement.</li> <li>Draw to the correct scale and proportion.</li> </ul>
Topaz (Y4/5)	<b>Drawing Autumn</b>	
<b>Year C</b>	<b>Year 4</b>	<b>Year 5</b>
	<ul style="list-style-type: none"> <li>Draw for sustained periods of time</li> <li>Experiment with different tones using graded pencils.</li> <li>Solidify infill shapes with coloured pencils and can produce a range of tones with each.</li> <li>Express different feelings through drawing.</li> <li>Identify and draw the effect of light.</li> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</li> <li>Accurately draw whole people including proportion and placement.</li> <li>Draw to the correct scale and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of pencils (including different grades of pencil).</li> <li>Begin to create depth in a composition through the use of very simple perspective.</li> <li>Draw the layout of the face and figure.</li> <li>Experiment with shading techniques (light/dark – pencil).</li> <li>Begin to draw the effect of light on objects and people from different directions.</li> <li>Begin to interpret the texture of a surface.</li> <li>Produce increasingly accurate drawings of people.</li> <li>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight.</li> <li>Explore colour mixing and blending techniques with coloured pencils</li> </ul>

### 3D Sculpture Spring

#### Year 4

- Shape, form, model and construct from imagination.
- Use surface patterns/ textures.
- Investigate ways of joining clay - scratch and slip
- Use 'modroc'.
- Analyse and interpret natural and manmade forms of construction.
- Use Papier mache to create a simple 3D object

#### Year 5

- Shape, form, model and join with confidence.
- Work directly from observation with confidence.
- Build a collage element into the sculptural process.
- Use objects around us to form sculptures.
- Discuss and evaluate own work and that of other sculptors.
- Develop skills in using clay inc. slabs, coils, slips

### Painting and Mixed Media Summer

#### Year 4

- Use paint and equipment correctly and with increasing confidence.
  - Use the colour wheel to mix different shades of the same colour.
  - Mix and match colours (create palettes to match images)
  - Experiment with watercolour, exploring intensity of colour to develop shades.
  - Understand how to use tints and tones - to lighten and darken with the use of black and white.
- Competently work with different consistencies of paint to create different effects

#### Year 5

- Build on previous work with colour by exploring intensity
- Use colours and explore their relationships – eg. hot and cold colours.
- Confidently work from direct observation.
- Begin to use hue, tint, tone, shades and mood.
- Begin to explore the use of texture in colour.
- Explore using limited colour palettes.
- Mark make with paint (dashes, blocks of colour, strokes, points).

Onyx (Y6)

#### Craft and Design Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

#### Drawing

- Use a range of drawing media (including different grades of pencil, ink, biro, pastel, charcoal etc.)
- Use perspective in their drawing - introduce fore/back and middle ground.
- Draw the layout of the figure in motion.
- Select different techniques for different purposes: shading, smudging etc.

#### 3D Sculpture

- Produce more intricate patterns and textures.
- Work directly from imagination with confidence.
- Use wires to create malleable forms.
- Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc).
- Create human forms showing movement.

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|  |  | <ul style="list-style-type: none"><li>• Use first hand observations using different viewpoints, developing more abstract representations.</li><li>• Confidently draw the effect of light on objects and people from different directions.</li><li>• Draw using tonal contrast.</li><li>• Consider scale and proportion in compositions i.e. figures and faces, landscapes etc.</li><li>• Use mixed media in completed work</li><li>• Continue to explore colour mixing and blending techniques with coloured pencils</li><li>• Start to develop their own style using tonal contrast and mixed media</li></ul> |  |
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