



(19 session/year)

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | <ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Explore different materials freely, in order to | <p>Marvellous marks</p> <p>Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p> | <p>Make Your Mark</p> <p>Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p> | <p>Tell a Story</p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p> | <p>Growing Artists</p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> | <p>Power Prints</p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p> | <p>I need Space</p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> | <p>Make My Voice Heard</p> <p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p> |

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| <p>Painting</p> | <p>develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their | <p>Paint My World Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p> | <p>Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> | <p>Life in Colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p> | <p>Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> | <p>Light and Dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> | <p>Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> | <p>Artist Study Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p> |
| <p>Sculpture and 3D</p> | <p>complexity and detail, such as representing a face with a circle and including details.</p> <ul style="list-style-type: none"> - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their | | | <p>Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and</p> | <p>Abstract Shape and Space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a</p> | <p>Mega Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara</p> | | <p>Making Memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school</p> |

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| | <p>drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing.</p> | | | <p>apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p> | <p>range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p> | <p>Hepworth and Sokari Douglas-Camp and creating their own sculptures</p> | | <p>life with symbolic and personal meaning.</p> |
| <p>Craft and Design</p> | | <p><u>Let's Get Crafty</u> Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.</p> | <p><u>Make Your Mark</u> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p> | | | | <p><u>Architecture</u> Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p> | |