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YEAR 1	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	EXPLORING LINE AND SPACE		**PAINTING AND MIXED MEDIA: LEARNING ABOUT PAINT CONTROL**		**SCULPTURE AND 3D: PAPER PLAY**	
Content Focus	• Exploring lines • Musical lines • Exploring shapes • Shape in art • Klee portraits		• Paint and brush control • Exploring brushes • Controlling Paint • Planning a painting • Final Piece		• Tube Towers • 3D drawings • Tree of Life • Giant spider model part 1 • Giant spider model part 2	
Generating ideas	Explore their own ideas using a range of media.				Explore their own ideas using a range of media.	
Using Sketchbooks	Use sketchbooks to explore ideas.		Using sketchbooks to explore ideas.		Use sketchbooks to explore ideas.	
Making Skills	Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely.		Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Developing control of brushes to make more deliberate marks. Practising different grips and learning how to drag and move the brush in different directions. Using and beginning to choose different brush sizes and types to create different marks. Filling spaces with paint and covering surfaces evenly and smoothly. Cleaning the brush when switching colours to prevent unwanted mixing.		Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	

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	EXPLORING LINE AND SPACE		**PAINTING AND MIXED MEDIA: LEARNING ABOUT PAINT CONTROL**		**SCULPTURE AND 3D: PAPER PLAY**	
			Wiping off extra paint and water from the brush to stay in control. Beginning to notice differences between similar colours (e.g. light blue, dark blue).			
Knowledge of Artists	Understand how artists choose materials based on their properties in order to achieve certain effects.		Understanding how artists choose materials based on their properties to achieve certain effects.			
Evaluating and Analysing	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.		Describing and comparing features of their own and others' artwork. Evaluating art with an understanding of how art can be varied and made in different ways and by different people.		Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	

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YEAR 2	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	DRAWING: UNDERSTANDING TONE AND TEXTURE		**SCULPTURE AND 3D: CLAY HOUSES**		**PAINTING AND MIXED MEDIA: COLOUR MIXING**	
Content Focus	• Exploring drawing materials • Understanding and creating texture • Exploring tonal shading • Sketching and refining a drawing • Creating an observational drawing		• Exploring clay • Pinch pots • Applying skills in clay • Designing a tile • House tiles		• Exploring primary colours • Primary and Secondary colours • Creating secondary colours for a purpose • Using paint in different ways • Applying colour mixing skills	
Generating ideas	Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.		Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.	
Using Sketchbooks	Experimenting in sketchbooks, using drawing to record ideas. Using sketchbooks to help make decisions about what to try out next.		Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.			
Making Skills	Demonstrating increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.		Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.		Demonstrating further increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Improving control of brushes and using different grips confidently. Selecting appropriate brushes and/or parts of the brush for different marks (e.g. thick and thin). Selecting appropriate brushes and/or parts of the brush for different marks (e.g. thick and thin). Experimenting with the consistency of the paint (e.g. adding water) to see how it changes the marks they can make.	

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			Exploring different paint consistencies for different purposes (e.g. covering a large space). Mixing secondary colours: orange, green and purple.
Knowledge of Artists	Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials	Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.	Talking about art they have seen using some appropriate subject vocabulary. Creating and critiquing both figurative and abstract art, recognising some of the techniques used. Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
Evaluating and Analysing	Explaining their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it Beginning to talk about how they could improve their own work. Talking about how art is made.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Explaining their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. Beginning to talk about how they could improve their own work. Talking about how art is made.

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YEAR 3	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
			ANCIENT EGYPTIAN SCROLLS			
Content Focus			• Exploring ancient Egyptian art • Designing scrolls • Making paper • Scroll making • Making Zines			
Generating ideas			Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.			
Using Sketchbooks			Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.			
Making Skills			Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.			
Knowledge of Artists			Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.			

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Evaluating and Analysing		Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate	

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YEAR 4	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	DRAWING: EXPLORING TONE, TEXTURE AND PROPORTIONS		**PAINTING AND MIXED MEDIA: LIGHT ND DARK**		**CRAFT AND DESIGN: FABRIC AND NATURE**	
Content Focus	• 3d pencil drawings • Texture and Tone • Understanding proportion • Creating an effective composition • Using texture, tone and proportion in drawing		• Tints and shades • Three dimensions • Tone techniques • Composition • Still Life		• Inspired by the rainforest • one picture, four views • Creating patterns • Repeating patterns • Fabric design	
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more p		Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	
Using Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.		Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	
Making Skills	Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Using growing knowledge of different materials, combining media for effect. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.		Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.		Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	
Knowledge of Artists	Using subject vocabulary confidently to describe and compare creative works.		Use subject vocabulary confidently to describe and compare creative works.		Use subject vocabulary confidently to describe and compare creative works.	

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		Understand how artists use art to convey messages through the choices they make.	Work as a professional designer does by collating ideas to generate a theme.
Evaluating and Analysing	Using more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.	Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Use more complex vocabulary when discussing their own and others' art.

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YEAR 5	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	PAINTING AND MIXED MEDIA: EXPRESSIVE PORTRAITS		**CRAFT AND DESIGN: ARCHITECTURE**		**SCULPTURE AND 3D: INTERACTIVE INSTALLATION**	
Content Focus	• Exploring self-portraits • Personality portraits • Expressive painting • Painterly printmaking • Magnificent mixed media		• Observational drawing - houses • House monoprint • Be an architect • Friedensreich Hundertwasser • Monument		• What is instillation art? • Space and scale • Everyday amazing • Creative concepts • Viewer experience	
Generating ideas	Choosing and combining different ideas or influences in thoughtful ways. Generating ideas that show a personal response or creative intention.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	
Using Sketchbooks	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.		Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	
Making Skills	Selecting and applying tools, materials and techniques confidently to manipulate the formal elements for a specific effect or purpose. Adapting and refining techniques with precision to improve the quality or impact of their work across different media. Using brushes expressively by adjusting pressure, speed and direction to create dynamic effects. Applying paint with precision and intent, making decisions based on the effect they are aiming for. Applying techniques like flicking, dabbing and sweeping to create rhythm and motion.		Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.		Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	

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	Exploring how colour and contrast can emphasise mood and movement in a composition. Applying colour mixing skills to create specific, intentional colours for a purpose.		
Knowledge of Artists	Explaining how artists' work is shaped by their time, culture, beliefs or personal experiences. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.
Evaluating and Analysing	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

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YEAR 6	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	PAINTING + MIXED MEDIA: WORLD IN WATER COLOUR		**DRAWING: EXPRESSING IDEAS** **SCULPTURE AND 3D: MAKING MASKS**		**CRAFT AND DESIGN: PHOTO OPPORTUNITY**	
Content Focus	• The natural world • Watercolour • Experimental techniques • Abstract studies • From study to final piece		• What is street art? • How do artists use one point perspective? • Scaling up • Planning street art • Making a street art inspired piece		• Photomontage • Macro photography • Digital art • Recreating paintings • Photorealistic self-portraits	
Generating ideas	Choosing and combining different ideas or influences in thoughtful ways. Generating ideas that show a personal response or creative intention.		Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. Draw upon their research into ancient Maya mask-making and symbolism to develop their own starting points for creative outcomes.		Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	
Using Sketchbooks			Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Using a systematic and independent approach, research, test, and develop mask designs and construction plans using sketchbooks.		Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making Skills	Selecting and changing brushes confidently to suit the purpose, scale or effect they want to create. Blending and layering paint with control to achieve smooth transitions or bold contrasts. Building a painting in layers, starting with a sketch, then a light wash, followed by built-up colour and fine detail.		Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combining materials and techniques appropriately to fit with ideas. Working in a sustained way over several sessions to complete a piece, including working collaboratively		Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.	

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	Controlling water on the brush to create washes, gradients or stronger colour. Using wet-on-wet and wet-on-dry watercolour techniques to achieve different effects. Exploring and using watercolour paints (solid paint). Using water instead of white paint to lighten colours when using watercolour. Making sophisticated colour choices to support depth, composition, mood or meaning in their work.	on a larger scale and incorporating the formal elements of art. Create expressively in response to their study of Maya artifacts, demonstrating precision and control when using clay techniques—such as slab building, relief work, scoring, and slipping—to construct a 3D mask independently.	
Knowledge of Artists	Describing how artists use the elements of art (e.g. colour, form, tone) as part of their individual style.	Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret, and evaluate the work, ideas, and processes used by ancient Maya artisans and mask-makers. Recognise how Maya craftspeople used materials (such as clay, jade, and obsidian) and form to represent identity, memory, and ritual, applying this understanding to choose shapes and surface details for their own personal pieces. Understand how 3D sculpture and mask-making traditions develop over time across different civilizations.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
Evaluating and Analysing	Describing how an artist has used colour, line, shape or other elements to create an effect. Suggesting changes they could make to improve their work, based on what they've noticed or learned.	Giving reasoned evaluations of their own and others' work which takes account of context and intention.	Give reasoned evaluations of their own and others' work which takes account of context and intention.

		Discussing how art is sometimes used to communicate social, political, or environmental views. Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others' clay masks which take account of context, symbolic intention, and structural success.	Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.