

Year Group and Class	Autumn Term	Spring Term	Summer Term
Y1 Cedar/Pine	Elements of Art-Colour	In the Jungle Artist spotlight Henri Rousseau	Dreams and Nightmares Sculpture Jaume Plensa
Breadth	Use experiences as inspiration. Explore techniques. To experience Primary And Secondary colours Warm and cool colours A study of Famous Artists	Use experiences of the weather as ideas for art work. Share ideas using drawing and painting.	Use experiences and ideas as inspiration. Share ideas using sculpture. Learn about the work of Jaume Plensa
Threshold Concepts	Master Techniques Take inspiration from the greats.	Master techniques so ideas can be communicated through art. Understand how ideas develop through artistic process.	Master techniques to express ideas through sculpture. Take inspiration from Jaume Plensa
Milestones	<b>Paint</b> Use thick and thin brushes. Add white and black for tints and tones. Explore the colour wheel. <b>Collage</b> Use a combination of material that are cut, torn and glued Sort and arrange materials Mix materials to create texture.	<b>Paint</b> Use thick and thin brushes. Add white and black for tints and tones. Explore the colour wheel <b>Drawing</b> Draw lines of different sizes and thicknesses. Colour (own work) neatly, following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	<b>Sculpture</b> Use a combination of shapes Include line and textures. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <b>Digital Media</b> Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Year 2 Willow/Cherry	Impressionism Food Artist spotlight Paul Cezanne	Sculpture Barbra Hepworth	The Beauty of flowers Artist Focus Georgia O'Keefe
Breadth	Use the experience of food as inspiration.	Use experiences and ideas as inspiration. Share ideas using sculpture.	Use experience and ideas as inspiration.

	Learn about the work of Claude Monet	Learn about the work of Henry Moore	Explore different methods and materials as ideas develop.
Threshold Concepts	Master Techniques Respond to ideas and starting points	Master techniques to express ideas through sculpture. Take inspiration from Barbra Hepworth	Inspiration from the greats (classic and Modern)
Milestones	<p><b>Drawing</b> Draw lines of different size and thickness. Colour (own work) neatly, following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p> <p><b>Printing</b> Use repeating or overlapping shapes Mimic print from the environment (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints</p>	<p><b>Sculpture</b> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.</p> <p><b>Paint</b> Use thick and thin brushes. Add white and black for tints and tones. Explore the colour wheel.</p>	<p><b>Textiles</b> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques.</p> <p><b>Collage</b> Use a combination of material that are cut, torn and glued Sort and arrange materials Mix materials to create texture.</p>
Year 3 Maple	Impressionism Claude Monet Milestone 2	Abstract Artist Wassily Kandinsky	Sculpture Henry Moore
	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.

	<p>Comment on artworks using visual language. Learn about the work of Henri Matisse</p>	<p>Comment on artworks using visual language. Learn about the work of Piet Mondrian</p>	<p>Comment on artworks using visual language. Learn about the work of Henry Moore</p>
Threshold Concepts	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>
Milestones	<p><b>Paint</b> Use a number of brushes techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colour effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p>	<p><b>Print</b> Use layers of two or more colours. Replicate patterns observed in natural or built environment. Make printing blocks (e.g. from coiled string glued to the block) Make precise repeating patterns.</p>	<p><b>Sculpture</b> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.</p>
Year 4 Holly	<p>Impressionism Renoir Milestone 2</p>	<p>Abstract Art Artist Spotlight Wassily Kandinsky</p>	<p>Symbolism Edward Munch</p>
Breadth	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.</p>	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.</p>	<p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways.</p>

	<p>Comment on artworks using visual language. Learn about the work of Renoir</p>	<p>Comment on artworks using visual language. Learn about the work of Camille Pissarro</p>	<p>Comment on artworks using visual language. Learn about the work of Joan Miro</p>
Threshold Concepts	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>
Milestones	<p><b>Paint</b> Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p>	<p><b>Collage</b> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <b>Drawing</b> Use different harnesses 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. Use hatching and cross hatching to show tone and texture.</p>	<p><b>Drawing</b> Use different harnesses 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. Use hatching and cross hatching to show tone and texture. <b>Paint</b> Use a number of brush techniques using thick and thin brushes to produce shapes, texture, patterns and lines Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <b>Print</b> Use layers of two or more colours.</p>

			Replicate patterns observed in natural or built environment. Make printing blocks (e.g. from coiled string glued to the block) Make precise repeating patterns.
Year 4-5 Hazel	Myths and Legends Milestone 2	Northern lights Artist Alun Roberts Kirkby Art Gallery	Cityscapes Camille Pissarro Millstone 2
Breadth	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Learn about the work of Claude Monet	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Learn about the work of Alun Roberts	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Learn about the work of Camille Pissarro
Threshold Concepts	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.
Milestones	<b>Collage</b> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <b>Sculpture</b> Create and combine shapes to create recognisable forms (e.g.	<b>Sculpture</b> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.	<b>Sculpture</b> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.

	<p>shapes made from nets or solid materials)          Include texture that conveys feelings, expression or movement.          Use clay and other mouldable materials.          Add materials to provide interesting detail.</p> <p><b>Drawing</b>          Use different harnesses 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.          Use hatching and cross hatching to show tone and texture.</p>	<p>Add materials to provide interesting detail.</p> <p><b>Digital Media</b>          Create images, video and sound recordings and explain why they are created.          (Need to visit as being moved)</p>	<p>Add materials to provide interesting detail.</p> <p><b>Drawing</b>          Use different harnesses 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.          Use hatching and cross hatching to show tone and texture.</p>
Year 5-6 Chestnut	<p>Impressionism          Focus Degas          Milestone 3</p>	<p>Sculpture          The art of Anthony Gormley          Milestones 3</p>	<p>Cultural Art          Batik          Milestones 3</p>
Breadth	<p>Develop and imaginatively extend ideas from starting point throughout the curriculum.          Collect information, sketches and resources and present ideas imaginatively in a sketchbook.          Use the qualities of materials to enhance ideas.          Spot the potential in unexpected results as work progresses.</p>	<p>Develop and imaginatively extend ideas from starting point throughout the curriculum.          Collect information, sketches and resources and present ideas imaginatively in a sketchbook.          Use the qualities of materials to enhance ideas.          Spot the potential in unexpected results as work progresses.</p>	<p>Develop and imaginatively extend ideas from starting point throughout the curriculum.          Collect information, sketches and resources and present ideas imaginatively in a sketchbook.          Use the qualities of materials to enhance ideas.          Spot the potential in unexpected results as work progresses.</p>

	<p>Comment on artworks with fluent grasp of visual language. Learn about the work of Degas</p>	<p>Comment on artworks with fluent grasp of visual language. Learn about the work of Anthony Gormley</p>	<p>Comment on artworks with fluent grasp of visual language. Learn how to do work in the style of Batik</p>
Threshold Concepts	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>
Milestones	<p><b>Paint</b> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of the piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing, based on ideas from other artists.</p> <p><b>Drawing</b> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p>	<p><b>Sculpture</b> Show lifelike qualities and real life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Drawing</b> 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. Choose a style of drawing suitable for the work. (e.g. realistic or impressionistic)</p>	<p><b>Textiles</b> Show precision in techniques Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.</p> <p><b>Print</b> 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.</p>

	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work. (e.g. realistic or impressionistic)</p> <p>Use lines to represent movement.</p>	<p>Use lines to represent movement.</p> <p><b>Digital Media</b></p> <p>Enhance digital media by editing (including sound, video, animation, still images and installations)</p>	
Year 6 Sycamore	<p>Impressionism</p> <p>Conflict and Art</p> <p>Alfred Sisely</p> <p>Milestone 3</p>	<p>Art and Fashion</p> <p>Milestone 3</p>	<p>Sculpture</p> <p>Ironmen</p> <p>Anatomy of Art</p> <p>Milestone 3</p>
Breadth	<p>Develop and imaginatively extend ideas from starting point throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with fluent gasp of visual language.</p> <p>Learn about the work of Alfred Sisely</p>	<p>Develop and imaginatively extend ideas from starting point throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with fluent gasp of visual language.</p> <p>Learn about the work and style of Art in Fashion</p>	<p>Develop and imaginatively extend ideas from starting point throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with fluent gasp of visual language.</p> <p>Learn about the work of Anatomy Art</p>
Threshold Concepts	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>



	<p>Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>
Milestone	<p><b>Paint</b> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of the piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing, based on ideas from other artists.</p> <p><b>Drawing</b> 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. Choose a style of drawing suitable for the work. (e.g. realistic or impressionistic) Use lines to represent movement.</p>	<p><b>Textiles</b> Show precision in techniques Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.</p> <p><b>Collage</b> Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.</p>	<p><b>Sculpture</b> Show lifelike qualities and real life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Drawing</b> 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. Choose a style of drawing suitable for the work. (e.g. realistic or impressionistic) Use lines to represent movement.</p>

