

	<b><u>Prehistoric Pots</u></b>	<b><u>Contrast and Complement</u></b>	<b><u>Ammonite</u></b>	<b><u>People and Places</u></b>	<b><u>Mosaic Masters</u></b>	<b><u>Beautiful Botanicals</u></b>
Year 3	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Identify, mix and use contrasting coloured paints.	Use nature and natural forms as a starting point for artwork.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Weave natural or man-made materials on cardboard looms, making woven pictures or patterns
	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Work in the style of a significant artist, architect, culture or designer.	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Cut and join wools, threads and other materials to a loom.
	Use nature and natural forms as a starting point for artwork.	Make suggestions for ways to adapt and improve a piece of artwork.	Make a two-colour print.	Add tone to a drawing by using linear and cross-hatching, scumpling and stippling.	Use and combine a range of visual elements in artwork.	Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.
	Make suggestions for ways to adapt and improve a piece of artwork.	Make suggestions for ways to adapt and improve a piece of artwork.	Use and combine a range of visual elements in artwork.	Draw, collage, paint or photograph an urban landscape.	Make suggestions for ways to adapt and improve a piece of artwork.	Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.  Work in the style of a significant artist, architect, culture or designer.  Make a two-colour print.

	<b><u>Warp and Weft</u></b>	<b><u>Warm and Cool Colours</u></b>	<b><u>Vista</u></b>	<b><u>Animal</u></b>	<b><u>Statues, Statuettes and Figurines</u></b>	<b><u>Islamic Art</u></b>
Year 4	<p>Compare and contrast artwork from different times and cultures.</p> <p>Develop techniques through experimentation to create different types of art.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p>	<p>Identify, mix and use contrasting coloured paints.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p>Choose an interesting or unusual perspective or viewpoint for a landscape.</p> <p>Compare and contrast artwork from different times and cultures.</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p>	<p>Compare and contrast artwork from different times and cultures.</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Combine a variety of printmaking techniques and materials to create a print on a theme.</p> <p>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p> <p>Develop techniques through experimentation to create different types of art.</p>	<p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p>Compare and contrast artwork from different times and cultures.</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p>	<p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Develop techniques through experimentation to create different types of art.</p> <p>Use clay to create a detailed or experimental 3-D form</p>

	<b><u>Tints, Tones and Shades</u></b>	<b><u>Taotie</u></b>	<b><u>Line, Light and Shadows</u></b>	<b><u>Nature's Art</u></b>	<b><u>Mixed Media</u></b>	<b><u>Expression</u></b>
Year 5	<p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>Use a range of materials to create imaginative and fantasy landscapes.</p>	<p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Create a relief form using a range of tools, techniques and materials.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models Record and edit natural forms, animals and landscapes with clarity, using digital</p>	<p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Create a relief form using a range of tools, techniques and materials.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p>Add text or printed materials to a photographic background.</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Investigate and develop artwork using the characteristics of an artistic movement.</p> <p>Make and use paper to explore traditional crafting techniques.</p> <p>Combine stitches and fabrics with imagination to</p>	<p>Add text or printed materials to a photographic background.</p> <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>Explore and create expression in portraiture.</p> <p>Mix and use tints and shades of colours using a</p>

			<p>photography and graphics software. Review and revisit ideas and sketches to improve and develop ideas.</p>	<p>Investigate and develop artwork using the characteristics of an artistic movement.</p> <p>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p>	<p>create a mixed media collage.</p> <p>Use applique to add decoration to a product or artwork.</p>	<p>range of different materials, including paint.</p>
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	<u>Colour and Style</u>	<u>Trailblazers, Barrier Breakers</u>	<u>Inuit</u>	<u>Environmental Artists</u>	<u>Bee, Beetles and Butterflies</u>	<u>Distortion and Abstraction</u>
Year 6	<p>Use knowledge of colour and colour theory to create art.</p> <p>Understand that impressionists mix colours as little as possible and used contrasting and lighter colours than in previous eras.</p> <p>Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</p> <p>The Realism movement painted scenes from everyday life using a naturalistic colour palette.</p>	<p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Gather, record and develop information from a range of sources to</p>	<p>Adapt and refine artwork in light of constructive feedback and reflection.</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p>	<p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Create a 3-D form using malleable materials in the style of a significant artist,</p> <p>Create art inspired by or giving an environmental message.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>Gather, record and develop information from a</p>	<p>Adapt and refine artwork in light of constructive feedback and reflection.</p> <p>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>Gather, record and develop information from a range of sources to create a mood board or montage</p>	<p>Adapt and refine artwork in light of constructive feedback and reflection.</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p>Create innovative art that has personal, historic or conceptual meaning.</p> <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>

	<p>The Expressionism movement distorted images using non-naturalistic blocks of colour.</p> <p>Know that a thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing.</p>	<p>create a mood board or montage to inform their thinking about a piece of art.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p>	<p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>architect or designer.</p>	<p>range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Select, use and combine a variety of software, including internet services, to meet a goal.</p>	<p>to inform their thinking about a piece of art.</p> <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>Use line, tone or shape to draw observational detail or perspective. Knowledge.</p> <p>Use the work of a significant printmaker to influence artwork.</p>	<p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> <p>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</p> <p>Use line, tone or shape to draw observational detail or perspective.</p>
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