

Year 1						
	Autumn 1	Autumn 2		Spring 2	Summer 1	Summer 2
Pathway	Spirals	Simple printmaking & Colour mixing		Artist research	Inspired by flora and fauna	Playful making
Idea	Make spiral drawings Introduce the artist Snail drawings with oil pastels Observational drawing shells Observational drawing continuous lines & watercolour Colour mixing	Exploring different printing ideas Hands, feet and body (fireworks) Making rubbings Foam printing (2 lessons)		Van Gogh Explore the artist Create artwork based on him	Using flora and fauna around them Introduce artist Drawing from film Using graphite and oil pastel Minibeast collage	African masks (could be changing) What is a sculpture Show me what you see Research african masks & design Make Reflect
Assessment	I can draw from observation for a few minutes at a time I can make different marks with different drawing tools (pencil, graphite pencil) I can name and mix 3 primary colours and choose any colour to use in my work. I can talk about what I like in my work and what I would like to try again.	I can explore my environment and take rubbings of textures I found Push objects into plasticine or foam board to make prints. To use colour, shape and line to make my prints interesting. I can create a repeat print. I can use my		I can talk about the artist and share my opinion and listen to the response of my classmates. I can use my sketchbook to collect ideas. I can use my sketchbook to try out ideas and experiment.	I have enjoyed looking at art made by other artists. I can look closely at insects and plants to make drawings I can experiment using graphite and oil pastel I can cut out shapes in different colours and use these to make an insect or bug.	I can use my sketchbook to make drawings inspired by artists' work I have seen. I can bend, twist, fold cut and fasten different materials I discovered that working with materials is hard. I can share my work and listen to what other people like about it

		sketchbook to collect my prints and test ideas.			I can share my work with my class and share what I like about	I can look at other people's work and sometimes share what I like about it with them.
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway	Expressive painting & colour mixing		Explore and draw & Digital art	Exploring through mono print	Artist research	Be an architect
Idea	Link to snail & the whale? Introduce artists Expressive painting and colour mixing Brush work Cezanne Gestural mark making with poster paint		Natural art/ firework Introduce the idea that artist are collectors and explores Explore and collect Photograph your collections and create digital art	Print of great fire of London house Draw from stills What is mono printing Mono printing with carbon paper Mono printing the great fire of london houses Present and reflect Animal print tiles (square of cartridge paper coloured in using pastels of different animal prints)- for display	Monet Explore the artist Create artwork based on him	Making a landmark in Rayleigh (this could be your collaboration art) What is architecture Explore, draw and design Create (2 lessons) Reflect
Assessment	I can understand primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. I can use my sketchbook to practise using colour and brush marks inspired by artists.		I can explore my local environment and collect things that catch my eye. I can talk about what I collect, arrange them and discuss why I arranged them that way. I can use careful looking to practise observational drawings for 5-10 minutes	I can make drawings using photos from films as my source material. I can look closely at small objects close to me and make drawings with a soft pencil or handwriting pen at the same scale/ size. I can use carbon paper to make monoprints	I can talk about the artist and share my opinion and listen to the response of my classmates. I can use my sketchbook to collect ideas. I can use my sketchbook to try out ideas and experiment. To be able to use	I have explored the art of some architects and know that they design buildings. I can use drawings and notes to explore the lines and shapes within architecture. I can make an architectural model of a building around a theme thinking about form,

	I can use different tools to be inventive when painting. I can recognise colours and shapes within my artwork.		I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour. I can talk about the work I have made with my peers, sharing the things I thought were successful and thinking about things I would like to try again.	I can experiment with the kinds of marks I make and think about how they help make my artwork interesting. I have understood that through art, I can invent and discover.	watercolour paints. To be able to create a simple wash background using watercolour.	structure and balance, and the way the model looks. I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. I have seen that I don't need to design on paper first; I can design and adapt as I make.
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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway	Gestural drawing with charcoal	Using natural materials to make images	Telling stories through drawing and making	Colour mixing	Working with shape and colour	Artist research
Idea	Drawing as a cave person Introduction to charcoal Exploring charcoal Drawing like a cave person Drawing by torch light - cave painting	Primal painting Introduce artist Forage for natural materials & Mashing Forage for natural materials & Ink mixing Reflect and share	Flying phoenix Introduction to artists and illustrators Exploring and drawing - design Making with clay & paint (3 lessons)	Underwater shade and tints art Shades and tints Underwater scene	Introduce artist/ artwork collaborative work Explore collage Cutting shapes Exploring stencils Make their collage link to roman mosaics (2 lessons)	Da vinci Explore the artist Create artwork based on him
Assessment	I have seen how artists use charcoal in their work. I can talk about the marks produced, and how I feel about their work. I can experiment with the types of marks I can make with charcoal, using my hands as well as the charcoal. I can use light and dark tonal values in my work, to create a sense of drama.	I can explore how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight. I can understand how materials can be transformed through my actions. I can reflect upon artists' work, share my response and listen to the response of my classmates. I can use my sketchbook	I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and	Are able to create a bold background Can use a variety of different sizes and shapes Can add black to a colour to create a shade Can add white to a colour to create a tint	I can explore an artwork through looking, talking and drawing. I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens I can cut shapes directly into paper, using scissors, inspired by the	I can reflect upon artists' work, share my response and listen to the response of my classmates. I can use my sketchbook to collect ideas. I can use my sketchbook to try out ideas and experiment. I can create a research study page

	I can share my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates' work and how it makes me feel.	to collect visual notes about how artists have made images. I can make a finished piece, which is part of a larger class artwork.	similar to each other and to the original character. I can share my feedback about my classmates' work. I can manipulate clay through rolling, pinching and carving.		artwork. I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. I can add to my collage using line, colour and shape made by stencils.	based on my artist.
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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway	Exploring Pattern	Storytelling through Drawing	Artist Study	Sculpture, Structure, Inventiveness and Determination	Festival Feasts	
Idea		Link to superhero Comic Introduce 2 Artists Drawing Warm Up Explore Manga - Link to Superhero comics?	Intro to Cezanne Compare traditional and modern Still life sketch	Miniature gallery Introduce Collaborative Making (2Weeks)	Link to Food and Farming Explore for sculpture Feast from Modroc Communal Picnic Drawing	
Assessment	I have explored the work of an artist who creates artwork inspired by pattern. I have thought about where we use pattern in our life to make our worlds brighter. I can work in my sketchbooks to explore. I can generate lots of different types of patterns. I can make a tessellated design and think about colour and shape, exploring positive and negative shapes. I can present and share my work. I can	I have explored the work of artists who tell stories through imagery. I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts. I can use line, shape, and colour using a variety of materials to test my ideas. I can think about how I might use composition, sequencing, mark making and some text in my drawings. I can create a finished piece which contains sequenced	Can blend watercolour paints together Use different watercolour techniques such as wet on wet and wet on dry techniques Focus on being able to paint within the lines accurately To create a wash using watercolour paint Are able to mix colours to make tertiary colours I can reflect upon artists' work, share my response and listen to the response of my	I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing. I can construct with a variety of materials to make a sculpture. I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. I can use a variety of clay tools to make experimental mark making based upon	I can explore the work of artists who are inspired by a topic and I can share my responses with the class and reflect how the artist's work makes me feel. I can use my sketchbook to draw using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form. I can make a sculpture, understanding that by working in 3d my sculpture will be seen from different viewpoints.	

	reflect and share my thoughts with others. I can listen to the reflections of my classmates and feedback on their work.	images to describe a narrative.	classmates. I can use my sketchbook to collect ideas. I can use my sketchbook to try out ideas and experiment. I can create a research study page based on my artist.	a picture.	I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas. I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.	
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway		Set Design	Fashion design		Typography and Maps	Colour Mixing/ Artist Study
Idea		Ww2 set design Introduce what set design is Design Make Paint Evaluate	South America Introduce the artist Collage (Collaborative Art) Planned their outfits Make 2D fashion outfits (3 lessons)		Ancient Greece Introduce Typography Continue Exploring Develop Stronger Drawings Creating a Visual Map (2/3 lessons)	Paul Klee - (May change)
Assessment		I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.	I can explore and share my own response about fashion designers' work,, articulating what I like or don't like about their work. I can use my sketchbook to make visual notes to capture key ideas about how the designers work. I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour,		I can understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. I can explore how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. I have used my sketchbooks for	To start using acrylic paint within their work Can make shades and tints of tertiary colours Are able to mix colours to create a full colour wheel Understand the relationship between different colours, such as contrasting/ complementary colours I can reflect upon artists' work, share my response and listen to the

		I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board I can appreciate the artwork made by my classmates and share my response to their work.	line, shape, pattern in response to the brief. I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work.		referencing, collecting and testing ideas, and reflecting. I can make my drawings appear visually stronger by working over maps or newspapers to make my marks stronger. I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.	response of my classmates. I can use my sketchbook to collect ideas. I can use my sketchbook to try out ideas and experiment. I can create a research study page based on my artist.
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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathway	2D Drawing to 3D Making		Activism		Brave Colour	Colour Mixing Artist Study
Idea	Canopic Jars		The relationship between print and activism Make a Poster		Colour installation (come speak to us)	David Hockney
Assessment	I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. I can use negative space and the grid method to help me see and draw. I can transform my drawing into a three dimensional object.		I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. I have explored how I can find out what I care about, and find ways I might share my ideas with us. I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. I can create visuals and text which communicate my message. I can use line, shape and colour to make my artwork. I can explore typography and design lettering		I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. I can respond to a creative challenge or stimulus, research the area, and make a creative response. I can create a 3d model or 2d artwork which shares my vision with others. I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. I can present my	Continue to practise the blending technique with watercolours Paint to create atmosphere Look at ways to add detail within their work, such as the direction of the brush, dabbing the brush for waves/ clouds Can make any colour using only the primary colours and black/ white Create and use a colour chart to help them pick colours for their work I can reflect upon artists' work, share my response and listen to the response of my

			which is fit for purpose. I can combine different techniques such as print, collage and drawing.		ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.	classmates. I can use my sketchbook to collect ideas. I can use my sketchbook to try out ideas and experiment. I can create a research study page based on my artist.
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