

Art Curriculum Progression			
Year	Term	Topic	Key learning objectives
R	Autumn 1	All about Me Art and DT themed activities around owls, autumn and fireworks.	<p style="text-align: right;">30-50 months</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
R	Autumn 2	All About Overstone Art and DT themed activities around churches, winter and Christmas crafts.	<ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
R	Spring 1	Cornwall - sea creatures and Pirates Art and DT themed activities around sea creatures, boats, patterns and pirates.	<ul style="list-style-type: none"> • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p style="text-align: right;">40-60+ months</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect.
R	Spring 2	Cornwall - Farm and plants Art and DT themed activities around farm animals and flowers. Mother's Day cards	<ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.
R	Summer 1	All About Bears Art and DT themed activities around the <i>Goldilocks</i> story and our class assembly.	<p style="text-align: right;">30-50 months</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p style="text-align: right;">40-60+ months</p>
R	Summer	Continue bears and all	<ul style="list-style-type: none"> • Create simple representations of events, people and objects.

	2	about Transitions Art and DT themed activities around bears. Father's Day cards	• Chooses particular colours to use for a purpose.
1	Autumn 1	Using Materials	Know how to cut, roll and coil materials. Know how to use IT to create a picture.
1	Autumn 2	Painting	Use colour, pattern, texture, line, form, space and shape Know the names of the primary and secondary colours
1	Spring 1	Using Materials	Know how to cut, roll and coil materials.
1	Spring 2	Work of a range of artists (Giuseppe Arcimboldo)	Describe what can be seen and give an opinion about the work of an artist. Ask questions about a piece of Art Use colour, pattern, texture, line, form, space and shape. Know how to create a repeating pattern in print
1	Summer 1	Drawing (Picasso) Frida Kahlo	Know how to show how people feel in paintings and drawings Know how to create moods in art work Use colour, pattern, texture, line, form, space and shape/work of a range of artists Know the names of the primary and secondary colours
1	Summer 2	Drawing (Charles Darwin's notebooks)	Know how to use pencils to create lines of different thickness in drawings.
2	Autumn 1	Using materials	Know how to use different effects within an IT paint package

2	Autumn 2	Printing (Aztec patterns)	Know how to create a printed piece of Art by pressing, rolling, rubbing and stamping.
2	Spring 1	Using Materials (clay pots) Range of artists Drawing	Know how to make clay pot and know how to join two clay finger pots together Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist Choose and use three different grades of pencil when drawing Know how to use charcoal, pencil and pastel to create art Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.
2	Spring 2	(DT focus)	
2	Summer 1	Range of artists (Vanessa Gardiner) Painting	Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist Use colour, pattern, texture, line, form, space and shape: Know how to mix paint to create all secondary colours Know how to create brown with paint Know how to create tints with paint by adding white and know how to create tones with paint by adding black.
2	Summer 2	(DT focus)	
3	Autumn 1	Drawing Using sketchbooks Study of great artists (Famous buildings/landmarks in	Know how to use different grades of pencil to shade and to show different tones and textures Know how to use sketches to produce a final piece of art Know how to identify the techniques used by different artists Know how to compare the work of different artists

		Europe)	
3	Autumn 2		
3	Spring 1	Sculpture Using sketchbooks Study of great artists (Ancient Greek)	Know how to sculpt clay and other mouldable materials Know how to use sketches to produce a final piece of art Recognise when art is from different cultures Recognise when art is from different historical periods
3	Spring 2		
3	Summer 1	Study of great artists Using sketchbooks Painting (David Hockney and JMW Turner)	Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods Know how to use digital images and combine with other media; know how to use IT to create art which includes their own work and that of others Know how to create a background using a wash; know how to use a range of brushes to create different effects in painting
3	Summer 2		
4	Autumn 1	Study of great artists	Know how to identify the techniques used by different artists Know how to compare the work of different artists Recognise when art is from different cultures Recognise when art is from different historical periods

		<p>Using sketchbooks</p> <p>Drawing, painting and sculpture</p> <p>(Roman mosaics and Leonardo DaVinci)</p>	<p>Use sketchbooks to experiment with different texture</p> <p>Use sketchbooks to help create facial expressions</p> <p>Know how to show facial expressions and body language in sketches and paintings</p> <p>Know how to use line, tone, shape and colour to represent figures and forms in movement</p> <p>Know how to print onto different materials using at least four colours</p>
4	Autumn 2		
4	Spring 1	<p>Study of great artists</p> <p>Drawing, painting and sculpture</p> <p>Using sketchbooks</p> <p>(Hokusai)</p>	<p>Know how to identify the techniques used by different artists</p> <p>Know how to compare the work of different artists</p> <p>Recognise when art is from different cultures</p> <p>Know how to print onto different materials using at least four colours</p> <p>Know how to show reflections</p> <p>Use photographs to help create reflections</p>
4	Spring 2		
4	Summer 1	<p>Sculpture</p> <p>Study of great artists</p> <p>Using sketchbooks</p> <p>(Egyptian)</p>	<p>Know how to sculpt clay and other mouldable materials</p> <p>Know how to identify the techniques used by different artists</p> <p>Know how to compare the work of different artists</p> <p>Use sketchbooks to experiment with different texture</p>
4	Summer 2		
5	Autumn	Study of great artists	Research the work of an artist and use their work to replicate a style

	1	Henri Rousseau Drawing/painting	Know how to organise line, tone, shape and colour to represent figures and forms in movement. Experiment by using marks and lines to produce texture To understand why art can be very abstract and what message the artist is trying to convey.
5	Autumn 2	America	
5	Spring 1	Local Study-History	
5	Spring 2	Printing (Charles Rennie Mackintosh) Using sketchbooks	Know how to create an accurate print design following given criteria Know about great architects and designers Create sketch books to record their observations and use them to review and revisit ideas
5	Summer 1	Drawing/painting Using sketchbooks	Creating mood and feeling Know how to use shading to create mood and feeling Know how to express emotion in art Experiment with shading to create mood and feeling Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Create sketch books to record their observations and use them to review and revisit ideas
5	Summer 2	Anglo-Saxon	
6	Autumn 1	Pastels (Blitz pictures)	To use a full range of pencils, charcoal or pastels when creating a piece of art Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
6	Autumn	Painting	Explain the style of art used and how it has been influenced by a famous artist

	2	(Lowry) Using sketchbooks	Understand what a specific artist is trying to achieve in any given situation Great artists, architects and designers in history Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Create sketch books to record their observations and use them to review and revisit ideas
6	Spring 1	Trade and economics	
6	Spring 2	Collage (Mayan masks) Using sketchbooks	Know which media to use to create maximum impact Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Create sketch books to record their observations and use them to review and revisit ideas
6	Summer 1	Clay (Viking faces) Using sketchbooks	Explain why different tools have been used to create art Know which media to use to create maximum impact Improve their mastery of art and design techniques, including sculpture with a range of materials Create sketch books to record their observations and use them to review and revisit ideas
6	Summer 2	Enough for everyone	