

## Art Progression Document

### Cycle A

	<b>Learning Objective</b>	<b>Success Criteria</b>	<b>National Curriculum links</b>
Reception Autumn 1  Drawing - Marvellous Marks	<b>Learning objectives</b> <ul style="list-style-type: none"> <li>• To explore making marks with wax crayons.</li> <li>• To investigate the marks and patterns made by different textures.</li> </ul>	<b>EYFS outcomes</b> <b>Physical development</b> <ul style="list-style-type: none"> <li>• Develops small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <b>Expressive arts and design</b> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	Outcomes taken from <a href="#">Development Matters, 2021</a> . ELGs taken from the <a href="#">Statutory framework for the EYFS, 2021</a>

	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore making marks with felt tips.</li> <li>• To use a felt tip to make patterns.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p>	

	<ul style="list-style-type: none"> <li>• To explore making marks with chalk.</li> <li>• To make controlled large and small movements.</li> <li>• To compare different ways of making marks and drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
	<p><b>Learning objectives</b></p>	<p><b>EYFS outcomes</b> <b>Physical development</b></p>	

	<ul style="list-style-type: none"> <li>• To explore mark making using pencils.</li> <li>• To create a simple observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore mark making using pencils.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of</li> </ul>	

	<ul style="list-style-type: none"> <li>To create a simple observational drawing.</li> </ul>	<p>tools competently, safely and confidently.</p> <ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li><u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To use a variety of colours and materials to create a self-portrait.</li> <li>To express their own self-image through art.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li><u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul>	

		<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
<p>Reception Spring 1</p> <p>Painting and mixed media - Paint my World</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore paint through finger painting.</li> <li>• To describe the texture and colours as they paint.</li> <li>• To talk about their work and decide whether it is abstract or figurative.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• <u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p>Outcomes taken from <a href="#">Development Matters, 2021</a>. ELGs taken from the <a href="#">Statutory framework for the EYFS, 2021</a></p>
	<p><b>Learning objectives</b></p>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p>	

	<ul style="list-style-type: none"> <li>• To create natural paintbrushes using found objects.</li> <li>• To use natural paint brushes and mud paint to create artwork.</li> <li>• To talk about their work and decide whether it is abstract or figurative.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• <u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To respond to music through the medium of paint.</li> <li>• To use paint to express ideas and feelings.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• <u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	

		<ul style="list-style-type: none"> <li>• <u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To make child-led collages using mixed media.</li> <li>• To use loose parts to create a piece of transient art.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• <u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques,</li> </ul>	

		<p>experimenting with colour, design, texture, form and function.</p>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To create landscape collages inspired by the work of Megan Coyle.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li><u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li><u>ELG:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li><u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used.</li> </ul>	

	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To create a large piece of group artwork based around fireworks.</li> <li>• To experiment with colour, design and painting techniques.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools including paintbrushes.</li> <li>• <u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
<p>Reception Summer 1</p> <p>Sculpture and 3D – Creation Station</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore clay and its properties.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul> <p><b>Expressive arts and design</b></p>	<p>Outcomes taken from <a href="#">Development Matters, 2021</a>.  ELGs taken from the <a href="#">Statutory framework for the EYFS, 2021</a></p>

		<ul style="list-style-type: none"> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore playdough and its properties.</li> <li>• To use tools safely and with confidence.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> <li>• <u>ELG:</u> Use a range of small tools.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To create natural 3D landscape</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p>	

	<p>pictures using found objects.</p>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To generate inspiration and conversation about sculpture art and artists.</li> <li>• To create a design for a 3D animal sculpture.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To begin making a 3D clay sculpture using the designs created last lesson.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</li> </ul>	

		design, texture, form and function.	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To make a 3D clay sculpture using the designs created last lesson.</li> <li>To share their creation, explaining the processes they have used.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li><u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used.</li> </ul>	
Year 1 and 2 Autumn 1  Drawing – Exploring Lines and Shapes	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To know how to create different types of lines.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can describe the lines in the work of an artist and in my own work.</li> <li>I can understand that there are different types of lines</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture,</li> </ul>

		<p>and can experiment with different resources to create them.</p> <ul style="list-style-type: none"> <li>• I can hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist.</li> </ul>	<p>line, shape, form and space.</p> <ul style="list-style-type: none"> <li>• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To explore line and mark making to draw water.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use drawing materials to make different lines and marks reflecting what I can hear in music.</li> <li>• I know there are many different ways of drawing lines, that they feel different to make, and that they look different.</li> <li>• I can add plants and creatures to bring art to life.</li> <li>• I can evaluate my art and the work of others using the language I have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To draw with different media.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can draw around a variety of shapes.</li> <li>• I know that my shapes can overlap.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can experiment variety of different media in this piece.</li> <li>• I can say which medium I prefer and why.</li> </ul>	<ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of mark making.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can experiment with different marks and use marks to show texture.</li> <li>• I can understand the importance of looking carefully and closely when I am drawing.</li> <li>• I can use one type of drawing tool in lots of different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To apply an understanding of drawing materials and mark making to draw from observation.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can look carefully at an object to identify shapes, lines and textures.</li> <li>• I can control a pen/pencil to create different types of lines.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share</li> </ul>

		<ul style="list-style-type: none"> <li>I can use a range of drawing tools to create different marks.</li> <li>I can layer different materials to experiment creating effects.</li> </ul>	<p>their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>
Year 1 and 2 Spring 1	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To investigate how to mix secondary colours.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can name the primary colours: red, yellow and blue.</li> <li>I can mix primary colours to make secondary colours.</li> <li>I can say which two primary colours are needed to mix each of the secondary colours.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
Painting and mixed media – Colour Splash	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply knowledge of colour mixing when painting.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use primary colours to paint.</li> <li>I can mix primary colours to make secondary colours.</li> <li>I can choose a suitable brush for the marks I want to make.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore colour when printing.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use a variety of colours in my printing.</li> <li>I can create new colours by overlapping prints.</li> <li>I can work carefully and accurately when making my patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To experiment with paint mixing to make a range of secondary colours.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can mix two primary colours to make shades of a secondary colour.</li> <li>I can mix at least five different shades of my chosen secondary colour.</li> <li>I can use my five mixed colours to create patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply their painting skills when working in the style of an artist.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can mix secondary colours.</li> <li>I can choose to paint with colours that look good next to each other.</li> <li>I can describe my plate and compare it to others.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>About the work of a range of artists, craft</li> </ul>

			makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 1 and 2 Summer 1 Sculpture and 3D – Paper Play	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To roll paper to make 3D structures.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can roll paper to make a cylinder.</li> <li>I can combine paper cylinders to make a sculpture.</li> <li>I can adapt my ideas as I work.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> See <a href="#">National curriculum - Art - Key stages 1 and 2</a> .

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To shape paper to make a 3D drawing.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can fold and roll paper to create 3D shapes.</li> <li>I can choose how to arrange the paper shapes to make a 3D drawing.</li> <li>I can overlap paper strips on my 3D drawing.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply paper-shaping skills to make an imaginative sculpture.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can plan a sculpture by drawing my ideas first.</li> <li>I can use at least three different techniques for shaping paper.</li> <li>I can add detail to my tree.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To work collaboratively to plan and create a sculpture.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can work cooperatively.</li> <li>I can create different parts of a sculpture.</li> <li>I can secure parts of the sculpture together.</li> <li>I know that 3D sculpture can be created from a range of materials.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply painting skills when working in 3D.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use different tools to paint with.</li> <li>I can work as part of a collaborative project.</li> <li>I can paint onto 3D surfaces using appropriate methods.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>About the work of a range of artists, craft makers and designers,</li> </ul>

			describing the differences and similarities between different practices and disciplines, and making links to their own work.
Year 3 and 4 Autumn 1 Drawing – Growing Artists	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To recognise how artists use shape in drawing.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can recognise and draw simple shapes in objects.</li> <li>I can identify both organic and geometric shapes.</li> <li>I can use shapes to form the basis of my own drawing.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>
	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To understand how to create tone in drawing by shading.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I know that tone refers to the light and dark areas of an object or artwork.</li> <li>I can use the side of a pencil so that the lead is flat to the paper.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>To improve their mastery of art and design techniques,</li> </ul>

		<ul style="list-style-type: none"> <li>• I can shade in one direction, with no gaps and straight edges.</li> <li>• I can blend from light to dark to dark light creating smooth tones.</li> </ul>	including drawing, painting and sculpture with a range of materials.
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To understand how texture can be created and used to make art.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can create different textures on paper by using a rubbing technique.</li> <li>• I can change the tool or colour that I use to change how my rubbing looks.</li> <li>• I can apply the technique of another artist.</li> <li>• I can tear and shape my rubbings to create a final piece.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To apply observational drawing skills to create detailed studies.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use simple shapes to sketch the form of an organic object.</li> <li>• I can add detail using careful observation.</li> <li>• I can add tone using shading skills.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• To improve their mastery of art and design techniques,</li> </ul>

			<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To explore composition and scale to create abstract drawings.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can select an interesting composition.</li> <li>• I can draw in a large scale.</li> <li>• I can experiment with drawing skills and tools.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>

<p>Year 3 and 4 Spring 1</p> <p>Drawing – Power Prints</p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To draw using tone to create a 3D effect.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can experiment with shading to create different tones.</li> <li>I can use contrasting tones to make a drawing look three-dimensional.</li> <li>I can explore more than one way of holding a pencil to create different effects.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using line, shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore proportion and tone when drawing.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can explore charcoal as a drawing material.</li> <li>I can look for light and dark areas and recreate these using tone.</li> <li>I can show how big one object is compared to another when I draw.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>

			<ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To plan a composition for a mixed-media drawing.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use scissors with precision.</li> <li>• I can make decisions about how to place drawn elements in my composition.</li> <li>• I can create contrast by combining different shapes, sizes and textures.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create sketchbooks to record their observations and use</li> </ul>

			<p>them to review and revise ideas.</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To use shading techniques to create pattern and contrast.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can draw tone by 'hatching' parallel pencil lines.</li> <li>I can choose an interesting part of my composition to recreate.</li> <li>I can use a range of scratched marks to add contrast and patterns.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To work collaboratively to develop drawings into prints.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can work co-operatively with my group.</li> <li>I can experiment with printing techniques.</li> <li>I can include contrast and pattern in a print.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and</li> </ul>

			<p>an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• About great artists, architects and designers in history.</li> </ul>
<p>Year 3 and 4 Summer 1</p> <p>Sculpture and 3D – Abstract shape and space</p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To join 2D shapes to make 3D structures.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can define sculpture.</li> <li>• I can try different ways to join card shapes.</li> <li>• I can build a 3D structure that stands up on its own.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>To develop their techniques, including their control and their use of materials, with creativity,</b> experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>

			<p>pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul> <p>See <a href="#">National curriculum - Art - Key stages 1 and 2</a>.</p>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To join materials in different ways when working in 3D.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can try out more than one way to join 3D shapes.</li> <li>I can work with a partner to make larger structures.</li> <li>I can problem solve if something I try doesn't work first time.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To develop ideas for 3D artwork.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can identify 2D shapes in photos of 3D objects.</li> <li>I can identify shapes in the background space between objects (negative space).</li> <li>I can use drawings to plan a sculpture.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing,</li> </ul>

			<p>painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply knowledge of sculpture when working in 3D.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can follow my sketchbook plan.</li> <li>I can make choices about how to join materials.</li> <li>I can adapt my ideas if things do not go to plan.</li> </ul>	<p>Pupils should be taught to:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To evaluate and improve an artwork.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can compare two sculptor's work.</li> <li>I can say what I like and what I could change about my sculpture.</li> <li>I can choose how to add texture and colour to the surfaces of my sculpture.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>

			<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
Year 5 and 6 Autumn 1 Drawing – I need space	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To explore the purpose and effect of imagery.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can discuss the effect of an image.</li> <li>I can discuss how popular culture can influence art and design.</li> <li>I can explain what retrofuturism means.</li> <li>I can evaluate different images using the formal elements.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>About great artists, architects and designers in history.</li> </ul> See <a href="#">National Curriculum - Art and design - Key stages 1 to 2</a> .
	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To understand and explore decision making in creative processes.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can suggest how a piece of art is created.</li> <li>I can discuss the choices an artist has made.</li> <li>I can make decisions about tools and materials to try in my own work.</li> <li>I can use a range of processes to create a drawing.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>

			<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To develop drawn ideas through printmaking.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can describe how I think an artwork was made.</li> <li>• I can choose and combine materials based on their texture.</li> <li>• I can create an effective printing plate that considers how I expect it to print.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design.</li> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing,</li> </ul>

			<p>painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To test and develop ideas using sketchbooks.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can generate ideas about the future.</li> <li>• I can record ideas through sketches and visual notes.</li> <li>• I can develop ideas to form a composition for a final piece.</li> <li>• I can apply printing ink evenly to cover the plate.</li> <li>• I can apply even pressure when printing.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kind of art, craft and design.</li> <li>• To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>

			<p>pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply an understanding of drawing processes to revisit and improve ideas.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can select appropriate tools and materials.</li> <li>I can choose a drawing technique to produce my own idea.</li> <li>I can evaluate my work to make improvements.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketchbooks to record their observations and use them to review and revise ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>

<p>Year 5 and 6 Spring 1</p> <p><b>INSTALLATION ART</b></p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To identify and compare features of art installations.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can give a definition for installation art.</li> <li>I can identify similarities and differences between art installations.</li> <li>I can analyse artworks and justify my ideas.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>About great artists, architects and designers in history.'</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To investigate the effect of space and scale when creating 3D art.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can justify my opinions of installation artworks.</li> <li>I can work safely when creating my model installation space.</li> <li>I can create the effect of a large-scale space when photographing my box.</li> </ul> <p>1. I can suggest the effect on the viewer of being in my model installation space.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To problem-solve when constructing 3D artworks.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can adapt everyday objects and make them interesting for the viewer.</li> <li>I can make changes and try new ideas if something doesn't work first time.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different</li> </ul>

		<ul style="list-style-type: none"> <li>I can move my object around within a space and find the best way to display it.</li> </ul>	<p>kinds of art, craft and design.</p>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To plan an installation that communicates an idea.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can choose a clear message for my installation.</li> <li>I can identify how my installation idea might make the viewer feel.</li> <li>I can describe how I have considered space, materials and arrangement in my installation.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul> <p>See: <a href="#">National Curriculum - Art and design key stages 1 to 2.</a></p>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply their knowledge of installation art and develop ideas into a finished piece.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can describe how installations can be interactive.</li> <li>I can show what I have learned about installation art in my final idea.</li> <li>I can explain the choices I have made when displaying my installation art.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To develop their techniques, including their control and their use of materials, with</li> </ul>

			creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Year 5 and 6 Summer 1 <b>MAKE MY VOICE HEARD</b>	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To explore expressive drawing techniques.</li> </ul>	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To apply their knowledge of installation art and develop ideas into a finished piece.</li> </ul> <b>Success criteria</b> <ul style="list-style-type: none"> <li>I can describe how installations can be interactive.</li> <li>I can show what I have learned about installation art in my final idea.</li> <li>I can explain the choices I have made when displaying my installation art.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To consider how symbolism in art can convey meaning.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can draw my Maya spirit companion and consider its meaning.</li> <li>I can generate a range of symbols, patterns and colours that represent me.</li> <li>I can take inspiration from an artist's style.</li> </ul>	<ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply understanding of the drawing</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss the effect of light and dark on an object and consider how to draw it.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with</li> </ul>

	<p>technique chiaroscuro.</p>	<ul style="list-style-type: none"> <li>• I can explain the term Chiaroscuro and understand how it can be used for effect.</li> <li>• I can create form by applying chiaroscuro to a tonal drawing.</li> </ul>	<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To evaluate the context and intention of street art.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can discuss the similarities and differences between art styles.</li> <li>• I can discuss ideas about 'what art is' or 'should be' and justify choices.</li> <li>• I can identify something I feel strongly about and consider</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different</li> </ul>

		<p>how to represent it through a drawing.</p>	<p>kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To apply an understanding of impact and effect to create a powerful image.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can analyse how an artist conveys a message.</li> <li>• I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect.</li> <li>• I can work independently, revisiting and reviewing my work to develop it.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create sketch books to record their</li> </ul>

			<p>observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• About great artists, architects and designers in history.</li> </ul>

Cycle B

	Learning Objective	Success Criteria	National Curriculum links
Reception Autumn 1  Drawing - Marvellous Marks	<b>Learning objectives</b> <ul style="list-style-type: none"> <li>• To explore making marks with wax crayons.</li> <li>• To investigate the marks and patterns made by different textures.</li> </ul>	<b>EYFS outcomes</b> <b>Physical development</b> <ul style="list-style-type: none"> <li>• Develops small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	Outcomes taken from <a href="#">Development Matters, 2021</a> .  ELGs taken from the <a href="#">Statutory framework for the EYFS, 2021</a>

		<ul style="list-style-type: none"> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore making marks with felt tips.</li> <li>• To use a felt tip to make patterns.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	

		<ul style="list-style-type: none"> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore making marks with chalk.</li> <li>• To make controlled large and small movements.</li> <li>• To compare different ways of making marks and drawing.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools,</li> </ul>	

		<p>including scissors, paint brushes and cutlery.</p> <ul style="list-style-type: none"> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore mark making using pencils.</li> <li>• To create a simple observational drawing.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	

		<ul style="list-style-type: none"> <li>• <u>ELG: Fine Motor Skills</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore mark making using pencils.</li> <li>• To create a simple observational drawing.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG: Fine Motor Skills</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p>	

		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To use a variety of colours and materials to create a self-portrait.</li> <li>• To express their own self-image through art.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</li> </ul>	

		design, texture, form and function.	
Reception Spring 1  Painting and mixed media - Paint my World	<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To explore paint through finger painting.</li> <li>To describe the texture and colours as they paint.</li> <li>To talk about their work and decide whether it is abstract or figurative.</li> </ul>	<b>EYFS outcomes</b> <b>Physical development</b> <ul style="list-style-type: none"> <li><u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <b>Expressive arts and design</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li><u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	Outcomes taken from <a href="#">Development Matters, 2021</a> .  ELGs taken from the <a href="#">Statutory framework for the EYFS, 2021</a>
	<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To create natural paintbrushes using found objects.</li> <li>To use natural paint brushes and mud paint to create artwork.</li> </ul>	<b>EYFS outcomes</b> <b>Physical development</b> <ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li><u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>	

	<ul style="list-style-type: none"> <li>To talk about their work and decide whether it is abstract or figurative.</li> </ul>	<ul style="list-style-type: none"> <li><u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li><u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To respond to music through the medium of paint.</li> <li>To use paint to express ideas and feelings.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li><u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li><u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To make child-led collages using mixed media.</li> <li>• To use loose parts to create a piece of transient art.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• <u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	

	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To create landscape collages inspired by the work of Megan Coyle.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li><u>ELG</u>: Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li><u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li><u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li><u>ELG: Creating with materials</u>: Share their creations, explaining the process they have used.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To create a large piece of group</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools including paintbrushes.</li> </ul>	

	<p>artwork based around fireworks.</p> <ul style="list-style-type: none"> <li>To experiment with colour, design and painting techniques.</li> </ul>	<ul style="list-style-type: none"> <li><u>ELG</u>: Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li><u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
<p>Reception Summer 1</p> <p>Sculpture and 3D – Creation Station</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To explore clay and its properties.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Develop overall body-strength, balance, coordination and agility.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li><u>ELG: Creating with materials</u>: Safely use and explore a variety of materials,</li> </ul>	<p>Outcomes taken from <a href="#">Development Matters, 2021</a>.</p> <p>ELGs taken from the <a href="#">Statutory framework for the EYFS, 2021</a></p>

		<p>tools and techniques, experimenting with colour, design, texture, form and function.</p>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore playdough and its properties.</li> <li>• To use tools safely and with confidence.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> <li>• <u>ELG</u>: Use a range of small tools.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To create natural 3D landscape pictures using found objects.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a</li> </ul>	

		<p>range of tools competently, safely and confidently.</p> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To generate inspiration and conversation about sculpture art and artists.</li> <li>• To create a design for a 3D animal sculpture.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• <u>ELG:</u> Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To begin making a 3D clay sculpture using the designs created last lesson.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• <u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</li> </ul>	

		design, texture, form and function.	
	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To make a 3D clay sculpture using the designs created last lesson.</li> <li>To share their creation, explaining the processes they have used.</li> </ul>	<p><b>EYFS outcomes</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li><u>ELG: Creating with materials</u>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li><u>ELG: Creating with materials</u>: Share their creations, explaining the process they have used.</li> </ul>	
Year 1 and 2 Autumn 1	<b>Learning objective</b>	<b>Success criteria</b>	Pupils should be taught:
		<ul style="list-style-type: none"> <li>I can name the primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using</li> </ul>

Painting and mixed media – Life in Colour	<ul style="list-style-type: none"> <li>To develop knowledge of colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what happens when I mix two secondary colours.</li> <li>I can make choices about how to make colours lighter or darker.</li> </ul>	colour, pattern, texture, line, shape, form and space
	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To know how texture can be created with paint.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can describe colours and textures.</li> <li>I can choose painting tools to recreate a texture.</li> <li>I can mix a range of secondary colours.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>
	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To use paint to explore texture and pattern.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can explain the word 'collage'.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> </ul>

		<ul style="list-style-type: none"> <li>• I can choose materials and tools to make textures with paint.</li> <li>• I can mix colours to match something I see.</li> </ul>	<ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To compose a collage, choosing and arranging materials for effect.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can choose collage materials based on colour and texture.</li> <li>• I can describe how my choices match my ideas.</li> <li>• I can try out different arrangements of materials, including overlapping.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>

			<ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To evaluate and improve artwork.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can say what I like or don't like about artwork.</li> <li>• I can talk about how I could improve my work.</li> <li>• I can choose which materials and tools to use.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture,</li> </ul>

			<p>line, shape, form and space</p> <ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<p>Year 1 and 2 Spring 1</p> <p>Sculpture and 3D – Clay houses</p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To use my hands as a tool to shape clay.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can flatten clay to make a smooth surface.</li> <li>I can shape clay using my hands.</li> <li>I can make different marks in clay by pressing into it.</li> <li>I can shape clay to make a model.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p>See <a href="#">National curriculum - Art - Key stages 1 and 2</a>.</p>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To shape a pinch pot and join clay shapes as decoration.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use the pinching technique to shape a pot.</li> <li>I can use my fingers and thumbs to make the sides of the pot even.</li> <li>I can join clay to help decorate my pot.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To use impressing and joining techniques to decorate a clay tile.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can describe my ideas about the work of artist Rachel Whiteread.</li> <li>I can roll a smooth clay tile.</li> <li>I can create a pattern by pressing into and joining pieces onto my tile.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>

			<ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To use drawing to plan the features of a 3D model.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can draw a house that will be made into a clay tile.</li> <li>I can decide how to create features like a door, windows and the roof in clay.</li> <li>I can label my drawing accurately.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To make a 3D clay tile from a drawn design.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use my design to guide my clay work.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can use both pressing in and joining clay techniques on my tile.</li> <li>• I can evaluate my finished tile and say how it reflects my design.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Year 1 and 2 Summer 1	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To investigate maps as a stimulus for drawing.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can sort images into groups and explain my choices.</li> <li>• I can draw a familiar journey.</li> <li>• I can make my map interesting by using colour and including detail.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• About the work of a range of artists, craft makers and designers, describing the</li> </ul>
Craft and design – Map it out			

			<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>See <a href="#">National curriculum - Art - Key stages 1 and 2</a>.</p>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To learn and apply the steps of the felt-making process.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can follow instructions to make felt.</li> <li>I can copy the shapes and colours from my map square in wool.</li> <li>I can shape wool by twisting and tearing it.</li> <li>I can adapt my ideas as I work.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>About the work of a range of artists, craft-makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To develop a drawing into 3D artwork.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can choose materials to represent features of my 2D map drawing.</li> <li>I can layer materials to create a 3D effect.</li> <li>I can explain how Emma Johnson inspired my art.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To experiment with a craft technique to develop an idea.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can make an abstract composition.</li> <li>I can simplify a drawn idea, looking for big shapes and important lines.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can cut, layer and arrange the shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To develop ideas and apply craft skills when printmaking.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use simple lines and shapes from my map drawing to design a printing tile.</li> <li>• I can improve my print.</li> <li>• I can make choices about how to use my prints to make an artwork.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To present artwork and evaluate it against a design brief.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can compare my craft artworks and describe which is my favourite and why.</li> <li>I can talk about which artwork best meets the brief.</li> <li>I can make choices about how to display our artworks effectively.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<p>Year 3 and 4 Autumn 1</p> <p>Craft and design – Egyptian Art</p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To investigate the style, pattern and characteristics of Ancient Egyptian art.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss Ancient Egyptian art to understand more about it.</li> <li>I can look closely to identify colours, patterns and shapes.</li> <li>I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>

			<ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul> <p>See <a href="#">National curriculum - Art - Key stages 1 and 2</a>.</p>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply design skills inspired by the style of an ancient civilisation.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can make decisions about how I want to represent information through images.</li> <li>I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians.</li> <li>I can apply my knowledge of their style to plan appropriate colours and patterns for my design.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas. <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul> </li> </ul> </li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply understanding of ancient techniques to</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use knowledge of an ancient process to make a modern alternative.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> </ul>

	<p>construct a new material.</p>	<ul style="list-style-type: none"> <li>• I can follow instructions carefully.</li> <li>• I can review what worked well and what I could improve on.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To apply drawing and painting skills in the style of an ancient civilisation.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use a design and accurately translate it to a new surface.</li> <li>• I can use materials and tools carefully to show precision in my work.</li> <li>• I can mix and use colours that are appropriate to the style of work.</li> <li>• I can suggest improvements in my own and other people's work.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</li> </ul>

			<p>example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply an understanding of Egyptian art to develop a contemporary response.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can follow instructions to create a zine.</li> <li>I can use a variety of images, text and materials to make my zine interesting.</li> <li>I can inform my audience about my subject with relevant information.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>
Year 3 and 4 Spring 1	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To understand how to darken or lighten a colour</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can add white paint to one colour to create a tint.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques,</li> </ul>

Painting and mixed media – Light and dark	when mixing paint.	<ul style="list-style-type: none"> <li>• I can add black paint to one colour to create a shade.</li> <li>• I can investigate creating a wide range of colours by mixing tints and shades.</li> </ul>	including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history.</li> </ul>
	<b>Learning objective</b> <ul style="list-style-type: none"> <li>• To use tints and shades to give a three-dimensional effect when painting.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>• I can describe the way colours change in different lights.</li> <li>• I can add black to make a colour darker and add white to make a colour lighter.</li> <li>• I can use just one original colour in my painting and only change it by adding black, white or water.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore how paint can create very different effects.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can describe how I created a paint effect.</li> <li>I can use a painting tool in a new way.</li> <li>I can use tints and shades of colour to make my painted object appear 3D.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To consider proportion and composition when planning a still life painting.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can explain what composition means.</li> <li>I can choose and arrange objects to create my own still life composition.</li> <li>I can select important detail to include in my composition sketch.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and</li> </ul>

			<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply knowledge of colour mixing and painting techniques to create a finished piece.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can organise the equipment I will need to paint using my chosen technique.</li> <li>I can show light and dark by using tints and shades of colour.</li> <li>I can show what I have learned about techniques in the way I paint.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, craft makers and designers in history.</li> </ul>

<p>Year 3 and 4 Summer 1</p> <p>Craft and design – Fabric nature</p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To understand starting points in a design process.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can describe images and objects using art vocabulary.</li> <li>I can select images that interest me to draw.</li> <li>I can gather images, shapes and colours together, identifying a mood/theme.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore techniques to develop imagery.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss the inspiration for an artist's work.</li> <li>I can choose interesting sections of one picture to draw.</li> <li>I can use materials and tools to show colour and texture.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore using a textile technique to develop patterns.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss the work and patterns created by William Morris.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use</li> </ul>

		<ul style="list-style-type: none"> <li>• I can create a pattern using a drawing.</li> <li>• I can develop a pattern using inspiration taken from research.</li> </ul>	<p>them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To learn how to create a repeating pattern.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify where a pattern repeats.</li> <li>• I can create a repeating pattern.</li> <li>• I can develop a pattern by adding extra detail.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To understand how art is made for different purposes.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can recognise and compare different methods of creating printed fabric.</li> <li>• I can evaluate my patterns to consider successes and improvements.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• About great artists, architects and designers in history.</li> </ul>

		<ul style="list-style-type: none"> <li>I can consider how my designs could be used for a product.</li> </ul>	
Year 5 and 6 Autumn 1	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore how a drawing can be developed.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can draw a portrait using the continuous line method.</li> <li>I can vary the size, shape and position of the words for interest.</li> <li>I can explore the way a background can change the effect of a drawing.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>
PAINTING AND MIXED MEDIA - PORTRAITS	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To combine materials for effect.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can explain what I want my photo composition to be.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use</li> </ul>

		<ul style="list-style-type: none"> <li>I can decide the best position for my line drawing when copying it onto the background.</li> </ul>	<p>them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To identify the features of self-portraits.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use art vocabulary to describe similarities and differences between portraits.</li> <li>I can justify my opinion when discussing the message behind a self-portrait.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To know about great artists, architects and designers in history.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To develop ideas towards an outcome by experimenting with materials and techniques.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can justify my opinion when discussing the message behind a self-portrait.</li> <li>I can give a definition of mixed media.</li> <li>I can try out at least three different ideas when adapting my photograph.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>Know about great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply knowledge and skills to create a mixed media self-portrait.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can describe the intention of my self-portrait.</li> <li>I can explain why my choice of medium matches my idea.</li> <li>I can use my chosen medium to create a self-portrait that</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>

		represents an aspect of my identity.	
Year 5 and 6 Spring 1  CRAFT AND DESIGN – PHOTO OPPORTUNITY	<b>Learning objective</b> <ul style="list-style-type: none"> <li>To apply an understanding of composition to create an effective photomontage advertising poster.</li> </ul>	<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can explain what a photomontage is.</li> <li>I can select appropriate images and experiment with composition to create an interesting layout.</li> <li>I can work in the style of an artist to meet a design brief.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>

	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply an understanding of abstract art through photography.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can explore the artists who use photography to record and observe.</li> <li>I can compose a close-up photograph of a natural form.</li> <li>I can make decisions about cropping, editing and presenting photographic images in the style of Edward Weston.</li> <li>I know the terms macro and monochromatic.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To demonstrate an understanding of design choices using digital photography techniques.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss the features of a design and reflect on the effect.</li> <li>I can make design choices to plan, select and arrange props in an interesting</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and use of materials, with creativity, experimentation and an increasing</li> </ul>

		<p>composition to meet a design brief.</p> <ul style="list-style-type: none"> <li>I can edit a photograph to emulate the style of another artist.</li> </ul>	<p>awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To apply an understanding of photography to design and</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can choose and analyse a painting to understand its meaning and notice its features.</li> </ul>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas</li> </ul>

	<p>recreate a famous painting.</p>	<ul style="list-style-type: none"> <li>• I can make design decisions to select and arrange props to replicate a painting in a photographic way.</li> <li>• I can use photographic equipment appropriately, considering composition and lighting for effect.</li> </ul>	<p>and recording their experiences.</p> <ul style="list-style-type: none"> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To demonstrate observation and proportion to create art in a photorealistic style.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can use the grid drawing method to translate a photo into a drawing using careful observation.</li> <li>• I can understand how the grid method helps me to retain the same proportions as an original image.</li> </ul>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Become proficient in drawing, painting,</li> </ul>

		<ul style="list-style-type: none"> <li>I can choose and use materials effectively to create a photorealistic painting or drawing.</li> </ul>	<p>sculpture and other art, craft and design techniques.</p> <ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>
<p>Year 5 and 6 Summer 1</p> <p>SCULPTURE AND 3D – MAKING MEMORIES</p>	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To explore expressive drawing techniques.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can collect information to identify the key features of Maya art.</li> <li>I can explore mark making using a range of handmade tools</li> <li>I can make comparisons between different artworks.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketchbooks to record their observations and use</li> </ul>

			<p>them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To consider how symbolism in art can convey meaning.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can draw my Maya spirit companion and consider its meaning.</li> <li>• I can generate a range of symbols, patterns and colours that represent me.</li> <li>• I can take inspiration from an artist's style.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> </ul>

			<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To apply understanding of the drawing technique chiaroscuro.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can discuss the effect of light and dark on an object and consider how to draw it.</li> <li>• I can explain the term Chiaroscuro and understand how it can be used for effect.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different</li> </ul>

		<ul style="list-style-type: none"> <li>I can create form by applying chiaroscuro to a tonal drawing.</li> </ul>	<p>kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>To evaluate the context and intention of street art.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss the similarities and differences between art styles.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and</li> </ul>

		<ul style="list-style-type: none"> <li>• I can discuss ideas about 'what art is' or 'should be' and justify choices.</li> <li>• I can identify something I feel strongly about and consider how to represent it through a drawing.</li> </ul>	<p>an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul>
	<p><b>Learning objective</b></p> <ul style="list-style-type: none"> <li>• To apply an understanding of impact and</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can analyse how an artist conveys a message.</li> <li>• I can use my creative work to develop an idea, applying</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with</li> </ul>

	<p>effect to create a powerful image.</p>	<p>drawing techniques for visual impact and effect.</p> <ul style="list-style-type: none"><li>• I can work independently, revisiting and reviewing my work to develop it.</li></ul>	<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"><li>• To create sketch books to record their observations and use them to review and revisit ideas</li><li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• About great artists, architects and designers in history.</li></ul>