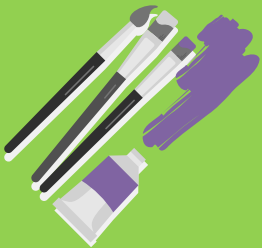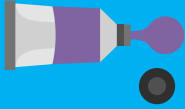| Breadth of study	EYFS	KS1 - Squirrels Year 1 & 2	LKS2 – Badgers – Year 3 & 4	UKS2 – Owls – Year 5&6
Topics Year A	**Painting, Explore artists**: Andy Warhol, Kurt Jackson, Yayoi Kusuma, Turner in self-portraits, landscapes, printing and painting. **Digital media:** edit images in the Warhol Style. **Printing, Explore dots**: Lego printing, Drawing and painting, Landscapes and portraits: self portraits and London Bridge painting, Shape: Block printing St Paul's cathedral.		**Sketching and Drawing: Stone Age Cave Art** – Use charcoals, pencils, pastels to experiment with technique create large scale group work on textured surface **Drawing, Painting, Collage: Egyptian death masks** –Line, colour, texture and pattern in final 3D **collage** **Painting: David Hockney:** painting skills creating landscapes **Digital Media:** Using digital media skills to create a map of the school and a European Journey Digital **collage**	**Sculpture:** Create 3D papier Mache planet: mixed methods, painting **Drawing and Painting:** Study of Van Gogh sketching to painting environment **Mixed methods:** Cornish scene collage using Junk Mail Art Cornwall:
Topics Year B	**Drawing and painting**: Look at clothes / hairstyles of the past create Victorian family portrait. Build on self-portrait skills. **Sculpture**: Artists: Antony Gormley: Creating clay animals. Andy Goldsworthy Painting and printing: Rainforest patterns: Animals and Tribes: Printing and painting. **Textiles**: Apply beads, buttons, feathers, shapes, create cords and plaits. Creating insects: From natural materials, collage: Mixed and textiles		**Sculpture: Roman style Pots**: Using clay to create work in the style of Roman Pots **Painting and printing:** Using painting techniques and then lino to create mountain style prints in the style of Hokusai **Sculpture**: Create Totems from recycled materials **Textiles:** Finger Puppets to support literacy work **Digital Media:** Animation unit linked to computing and Science – Stop Gap animation	**Drawing and Painting**: Explore the Nash brothers war torn landscapes and figures of soldiers **Sculpture:** Patterns in Greek Pottery: Clay and stenciling **Textiles:** Create a tapestry for Anglo Saxon scene exploring Bayeux: Textiles
Generic skills	**Record and explore** ideas **Develop their ideas** – try things out, change their minds **Explore** the work of artists, craftspeople and designers from different times and cultures. **Review** what they and others have done and say what they think and feel about it.	**Record and explore** ideas from first hand observations **Ask and answer questions** about the starting points for their work **Develop their ideas** – try things out, change their minds **Explore** the work of artists, craftspeople and designers from different times and cultures for differences and similarities **Review** what they and others have done and say what they think and feel about it. **Identify** what they might change in their current work or develop in future work	**Select and record** from first hand observation, experience and imagination, and explore ideas for different purposes. **Question and make thoughtful observations** about starting points and select ideas to use in their work. **Explore the roles and purposes** of artists, craftspeople and designers working in different times and cultures. **Compare ideas, methods and approaches** in their own and others' work and say what they think and feel about them. **Adapt their work** according to their views and describe how they might develop it further. **Annotate work** in sketchbook.	**Select and record** from first hand observation, experience and imagination, and **explore ideas** for different purposes. **Question and make thoughtful observations** about starting points and select ideas to use in their work. **Explore the roles and purposes** of artists, craftspeople and designers working in different times and cultures. **Compare ideas, methods and approaches** in their own and others' work and say what they think and feel about them. **Adapt their work** according to their views and describe how they might develop it further. Annotate work in sketchbook

Drawing	**Experiment** with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk **Begin to control** the types of marks made with the range of media *Lines and marks* **Draw** on different surfaces with a range of media. **Use** differently textured and sized media. *Shape* **Observe and draw** shapes. Draw shapes in between objects. **Invent** new shapes. *Tone* **Investigate** tone by drawing light/dark lines.	**Experiment** with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk **Control** the types of marks made with the range of media *Lines and marks* **Name, match and draw** lines/marks from observations. **Invent** new lines. **Draw** on different surfaces with a range of media. **Use** differently textured and sized media. *Shape* **Observe and draw** shapes from observations. Draw shapes in between objects. Invent new shapes. *Tone* **Investigate** tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. *Texture* **Investigate** textures by describing, naming, rubbing, copying.	**Experiment** with ways in which surface detail can be added to drawings. **Use** sketchbooks to collect and record visual information from different sources. **Draw** for a sustained period of time at an appropriate level. Lines and Marks **Make marks and lines** with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. **Experiment** with different grades of pencil and other implements to create lines and marks. Form and Shape **Experiment** with different grades of pencil and other implements to draw different forms and shapes. Begin to **show an awareness** of objects having a third dimension. Tone **Experiment** with different grades of pencil and other implements to achieve variations in tone. **Apply** tone in a drawing in a simple way. Texture **Create** textures with a wide range of drawing implements. **Apply** a simple use of pattern and texture in a drawing.	Work from a variety of sources including observation, photographs and digital images. Work in a **sustained and independent** way to create a detailed drawing. **Develop** close observation skills using a variety of view finders. **Use** a sketchbook to collect and develop ideas. **Identify** artists who have worked in a similar way to their own work. **Lines, Marks, Tone, Form &** **Texture** **Use** dry media to make different marks, lines, patterns and shapes within a drawing. **Experiment** with wet media to make different marks, lines, patterns, textures and shapes. **Explore** colour mixing and blending techniques with coloured pencils. **Use** different techniques for different purposes i.e. shading, hatching within their own work. Start to **develop** their own style using tonal contrast and mixed media. **Perspective and** **Composition** Begin to **use** simple perspective in their work using a single focal point and horizon. Begin to **develop an awareness** of composition, scale and proportion in **Experiment** with wet media to make different marks, lines, patterns, textures and shapes. **Explore** colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to **develop** their own style using tonal contrast and mixed media. their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition

Painting	Use a variety of tools and techniques including different brush sizes and types **Experiment** with tools and techniques e.g. layering, mixing media, scrapping through Colour **Identify** primary colours by name Texture **Create** textured paint by adding sand, plaster	**Use** a variety of tools and techniques including different brush sizes and types **Mix and match** colours to artefacts and objects Work on different scales **Experiment** with tools and techniques e.g. layering, mixing media, scrapping through **Name** different types of paint and their properties Colour **Identify** primary colours by name **Mix** primary shades and tones Texture **Create** textured paint by adding sand, plaster	**Experiment** with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. **Create** different effects and textures with paint according to what they need for the task. Colour **Mix** colours and know which primary colours make secondary colours **Use** more specific colour language **Mix and use** tints and shades	**Develop** a painting from a drawing **Carry out** preliminary studies, trying out different media and materials and mixing appropriate colours **Create** imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music Colour **Mix and match** colours to create atmosphere and light effects Be able to **identify** primary secondary, complementary and contrasting colours Work with complementary colours
Printing	**Print** with a range of hard and soft materials e.g. corks, pen barrels, sponge **Make simple marks** on rollers and printing palettes **Build** repeating patterns and **recognise** pattern in the environment Texture **Make** rubbings to collect textures and patterns	**Print** with a range of hard and soft materials e.g. corks, pen barrels, sponge **Make simple marks** on rollers and printing palettes **Take** simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils **Build** repeating patterns and **recognise** pattern in the environment **Create** simple printing blocks with press print **Design** more repetitive patterns Colour **Experiment** with overprinting motifs and colour Texture **Make** rubbings to collect textures and patterns	**Create** printing blocks using a relief or impressed method **Create** repeating patterns **Print** with two colour overlays **Use** Lino and rollers to create overlayed printing	**Create** printing blocks by simplifying an initial sketch book idea **Use** relief or impressed method **Create** prints with three overlays **Work** into prints with a range of media e.g. pens, colour pens and paints
Textiles	**Match and sort** fabrics and threads for colour, texture, length, size and shape **Change and modify** threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting **Cut and shape** fabric using scissors/snips **Apply** shapes with glue or by stitching **Apply** decoration using beads, buttons, feathers etc **Create** cords and plaits for decoration Colour **Apply** colour with printing, dipping, fabric crayons **Create and use** dyes i.e. onion skins, tea, coffee Texture **Create** fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel		**Use** a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects **Match** the tool to the material **Develop** skills in stitching, cutting and joining **Experiment** with paste resist.	**Use** fabrics to **create** 3D structures **Use** different grades of threads and needles **Experiment** with batik techniques **Experiment** with a range of media to overlap and layer creating interesting colours and textures and effects

3-D and sculpture	**Manipulate** malleable materials in a variety of ways including **rolling and kneading** **Manipulate** malleable materials for a purpose, e.g. pot, tile Form **Experiment** with constructing and joining recycled, natural and manmade materials Texture **Change** the surface of a malleable material e.g. build a textured tile	**Manipulate** malleable materials in a variety of ways including **rolling and kneading** **Explore** sculpture with a range of malleable media **Manipulate** malleable materials for a purpose, e.g. pot, tile **Understand** the safety and basic care of materials and tools Form **Experiment** with constructing and joining recycled, natural and manmade materials **Use** simple 2-D shapes to create a 3-D form Texture **Change** the surface of a malleable material e.g. build a textured tile	**Plan, design and make** models from observation or imagination **Join** clay adequately and **construct** a simple base for extending and modelling other shapes **Create** surface patterns and textures in a malleable material Use papier mache to **create** a simple 3D object Use recycled, natural and man-made materials to **create** sculptures	**Shape, form, model and construct** from observation or imagination **Create** surface patterns and textures in a malleable material Use papier mache to **create** a simple 3D object **Plan** a sculpture through **drawing** and other preparatory work **Develop** skills in using clay inc. slabs, coils, slips, etc **Produce** intricate patterns and textures in a malleable media
Collage	**Create** images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc **Arrange and glue** materials to different backgrounds Colour **Collect, sort, name** match colours appropriate for an image Texture **Create, select and use** textured paper for an image	**Create** images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc **Arrange and glue** materials to different backgrounds **Sort and group** materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Colour **Collect, sort, name** match colours appropriate for an image Shape **Create and arrange** shapes appropriately Texture **Create, select and use** textured paper for an image	**Experiment** with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of **collecting ideas and information** and building a visual vocabulary	Add collage to a painted, printed or drawn background Use a range of media to **create** collages Use different techniques, colours and textures etc when **designing and making** pieces of work Use collage as a means of extending work from initial ideas
Digital media		**Explore** ideas using digital sources i.e. internet, CD-ROMs **Record** visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools	**Record and collect** visual information using digital cameras and video recorders **Present** recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose	**Record, collect and store** visual information using digital cameras, video recorders **Present** recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)