

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELGs NC Objectives		Pupils should be taught: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		Pupils should be taught: <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas 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) About great artists, architects and designers in history 			
Drawing	A Holy Trinity Artist will: <ul style="list-style-type: none"> Hold a pencil Draw controlled lines and use the skill to make different shapes Interpret an object through drawing Express feelings through drawing 	A Holy Trinity Artist will: <ul style="list-style-type: none"> Play with and explore a range of mark making tools (pens, pencils, oil pastels, woodies) Demonstrate increasing control of the marks they make. Draw on different surfaces Explore and draw different textures Draw a range of line types (straight, curved, dotted, wavy) and spot the lines used by artists in their artwork Draw from both imagination and observation Produce a range of patterns 	A Holy Trinity Artist will: <ul style="list-style-type: none"> Experiment with tools and surfaces (variety of paper types/tiles) Begin to control marks made with different media (charcoal, chalk, pens, pencils) Produce an expanding range of patterns Use guidelines to help drawing of proportions such as facial features on a portrait Develop understanding of observational drawing as 'close looking' Draw from photographs of buildings to create cityscapes Use shapes and lines to draw architectural features 	A Holy Trinity Artist will: <ul style="list-style-type: none"> Use a sketchbook to explore, experiment, research, develop and refine ideas Experiment with sketching pencils Investigate tone by drawing light/dark lines Hatch, cross-hatch, stipple, scumble Research botanical art and draw in this style Trace images and draw to create monoprints Create initial sketches for painting compositions Begin to draw with accuracy Draw to tell a story Experiment with 'drawing with scissors' 	A Holy Trinity Artist will: <ul style="list-style-type: none"> Continue developing a sketchbook habit Draw from observation to create accurate anatomical drawings Draw thumbnail sketches Consider scale and proportion Work on a variety of scales Discuss shadows, light and dark and draw the effects Explore how to draw emotions Sketch evaluation viewpoints of buildings Explore drawing with a continuous line Draw with alternative tools such as wool and wire 	A Holy Trinity Artist will: <ul style="list-style-type: none"> Continue to develop a sketchbook habit Draw from different viewpoints Represent angles and perspective Draw brutalist architecture Draw wallpaper designs Draw whole body portraits considering human body proportions Use different techniques for purpose eg different styles of shading Work from a variety of sources Draw to raise awareness of injustices in the world Draw as an <i>artist</i> 	A Holy Trinity Artist will: <ul style="list-style-type: none"> Develop their own artist identity, choose materials and resources independently and confidently Revisit work to refine Use tone in drawings to achieve depth Adapt drawings according to evaluations and discuss further developments Draw movement using layering elongated figures and energetic quick pencil strokes Draw sketches to plan Draw from imagination to create surreal artwork Draw geometric patterns

<p>Painting</p>	<ul style="list-style-type: none"> Experiment with a range of painting equipment Paint controlled lines and use the skill to make different shapes Mix colours with a variety of resources Describe how the mixed colours have changed 	<ul style="list-style-type: none"> Mix primary colours to create secondary colours with poster paint Recognise and explain the primary and secondary colour wheels Know that colours can be described as warm and cool Describe favourite colours and why they may be used for different purposes Explore a range of paint, brush sizes and tools Paint patterns Paint to imply texture Add white to a base hue to create tints 	<ul style="list-style-type: none"> Explore different brushstrokes Create colour collections & choose colour palettes Play with colour to create abstract compositions Mix a range of secondary and tertiary colours Paint using a stencil Use acrylic paint and notice its thicker consistency and vibrant finish Experiment with action painting Tell a story from a painting Explore watercolour techniques 	<ul style="list-style-type: none"> Make tints and shades Create abstract compositions Paint a background, middle ground & foreground Explore a variety of colour making tools Demonstrate increasing control of the types of marks made to create certain effects Create a wash with coffee Explore gouache paint and compare it to other paint types they have experience of 	<ul style="list-style-type: none"> Add grey to make tones Add grey to a base hue) Paint small to make miniature portraits using fine brushes for control and watercolour paints Paint largescale using rollers and brushes Independently compose scenes for painting Select colour to reflect emotions Explore different brush strokes for purpose Discuss the work and techniques of other artists Mix skin tones 	<ul style="list-style-type: none"> Mix colours, shades, tones, tints with confidence Mix painting with printmaking to create a mixed media artwork Compare and contrast paintings from different times Select colour for purpose explaining choice Discuss how colour can be used to express ideas, feelings and mood Combine slogans with images to communicate a message 	<ul style="list-style-type: none"> Discuss and select harmonious and contrasting colours Know where they sit on the colour wheel Work as a confident, independent, unique artist Purposefully control brushstrokes to create effects Use brushstrokes and techniques to convey movement Use acrylic paint as a sculptural finishing technique
<p>Sculpture (including architecture)</p>	<ul style="list-style-type: none"> Explore play dough Make marks and textures in play dough using rolling pins and everyday objects Manipulate clay by rolling, squeezing, pinching and squashing Explore joining techniques to create junk models Play and build with construction equipment 	<ul style="list-style-type: none"> Construct sculptures using a range of media Create paper sculptures using techniques such as bending, curling, folding Use glue to join Create clay tiles Know how to join two pieces of clay together using the score and slip technique Articulate the sculptural processes they encounter 	<ul style="list-style-type: none"> Identify the buildings well known in the city Discuss the architectural features of these buildings Know what an architect is and what their role entails Turn 2D drawings of the buildings into 3D form by folding card to make stand up cityscapes 	<ul style="list-style-type: none"> Plan and design a sculpture Look at character sculptures from illustrators/sculptors for inspiration Turn 2D character designs into 3D form using clay Add texture and detail to a clay sculpture Use acrylic paint to add colour and shiny finish to a clay sculpture 	<ul style="list-style-type: none"> Use Fimo to create smallscale sculptures Press Fimo together to join and blend the edges to smooth transitions Discuss the work of sculptors and how they influence their work as 3D artists Adapt work where needed & explain why Design buildings with curves and know how architects and engineers make sustainable choices 	<ul style="list-style-type: none"> Independently design a 3D shoebox version of a painting Independently choose from tools and techniques to create the different parts of the 3D artwork Choose from different joining techniques independently based on prior knowledge and experience Adapt work where necessary, using iterative thinking Explore and research brutalist architecture 	<ul style="list-style-type: none"> Use paintings to inspire sculptural designs Manipulate and mould materials to create freestanding sculptures attached to a base Use papier mache to strengthen a structural form Explore the centre of balance to ensure sculptures stand Use acrylic paints to finish Select suitable brushes to paint

<p>Printmaking</p>	<ul style="list-style-type: none"> Use different objects to print Repeat a print to make a simple pattern 	<ul style="list-style-type: none"> Print pictures with a range of materials (sponges, card edges, corks, end of brushes) Create symmetrical prints with paint 	<ul style="list-style-type: none"> Begin to explore impressed printing Create print tiles Use rollers and printing ink to create clean prints 	<ul style="list-style-type: none"> Develop impressed printing and print on a variety of different background surfaces Monoprint using oil pastels Create prints using more than one colour Use sketchbooks to explore and develop Adapt and change techniques to improve outcomes 	<ul style="list-style-type: none"> Use printing techniques to add detail to mixed media artwork Compare drawing ink to the printing ink they have experience of 	<ul style="list-style-type: none"> Design and create a collagraph print Compare different printing techniques Use a collagraph printing tile to create repeat pattern artwork to use as a portrait background Mix printmaking with other art disciplines to create mixed media end pieces 	<ul style="list-style-type: none"> Create radial symmetry prints through the rotation of printing tiles Consider printing backgrounds Combine different printing techniques within one artwork Create and annotate print designs in sketchbooks
<p>Collage</p>	<ul style="list-style-type: none"> Begin to develop a scissor hold Cut and tear shapes From paper Begin to use glue sensibly and with developing accuracy 	<ul style="list-style-type: none"> Begin to cut (with scissors) and tear to create a range of shapes Create textured papers to form a collaged image 	<ul style="list-style-type: none"> Use scissors in an increasingly controlled way to cut with accuracy Arrange paper with purpose and glue to create a planned end piece 	<ul style="list-style-type: none"> Use collage to 'draw with scissors' Draw and cut organic shapes to collage to convey movement and emotions Tear and glue gold leaf to add detail to a mixed media artwork 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create backgrounds for sketchbook work 	<ul style="list-style-type: none"> Add collage to a printed background Add collage to a 3D artwork Use a selection of fixing techniques and independently decide which is most suitable for a purpose 	<ul style="list-style-type: none"> Use collage in sketchbooks to create backgrounds for drawings, paintings and text Independently choose when, how and what to collage
<p>Artists</p> <p>(As well as these artists on the curriculum, other artists are added to the teaching and learning experience when and where relevant)</p>	<ul style="list-style-type: none"> EYFS Artists? 	<ul style="list-style-type: none"> Piet Mondrian Henri Rousseau Levon Biss Paul Klee Bridget Riley Wassily Kandinsky 	<ul style="list-style-type: none"> Alma Thomas Jackson Pollock Janet Sobel Stephen Wiltshire Lancelot Ribeiro Stone Age Artists 	<ul style="list-style-type: none"> Tim Fowler Henri Matisse Benode Mukherjee Dapo Adeola Nadia Shireen Oliver Jeffers Yabaewah Scott Benji Davies 	<ul style="list-style-type: none"> Paul Cezanne Brianna Lois Parker Pablo Picasso Dennis Rodney Dr Willard Wigan Hans Holbein the Younger Leonardo da Vinci Zaha Hadid 	<ul style="list-style-type: none"> William Morris May Morris Kehinde Wiley Nikolas Smith Misan Harriman Bob & Roberta Smith Stuart Jarvis Vincent Van Gogh Claude Monet 	<ul style="list-style-type: none"> Ben Enwonwu Barry Yusufu Kelvin Okafor M.C. Escher

This map outlines the progression of experiences children encounter during their time at Holy Trinity. Through these experiences they develop secure knowledge and understanding of artistic skills, techniques and practises from a wide range of times, places and faces. They leave year 6 as confident, creative, inquisitive and unique artists, able to think and work successfully with resilience, empathy and originality.