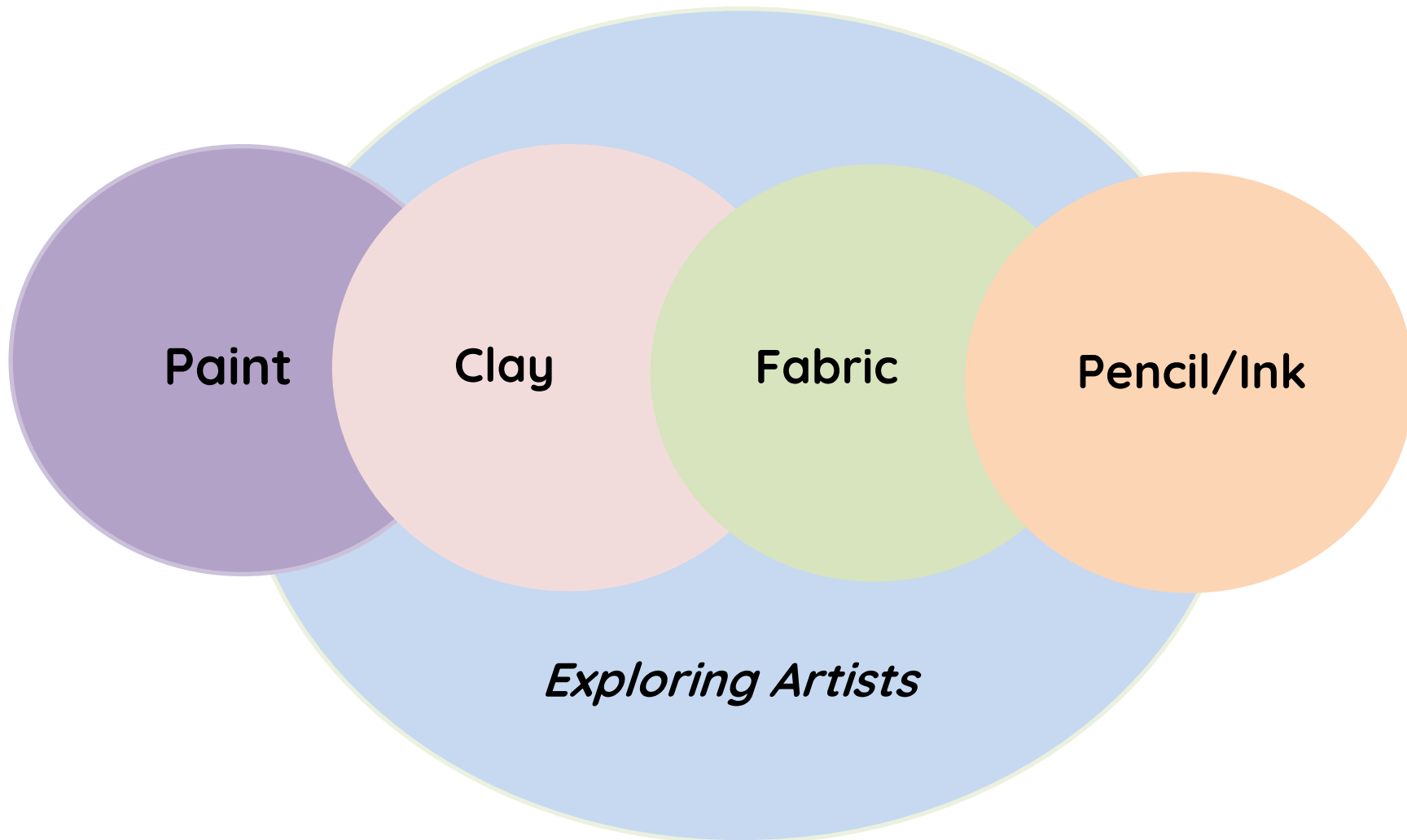


Herringthorpe Infant School

Art – Subject Overview



Key strands to the curriculum



The knowledge skills and learning progression for each component is delivered through a spiral curriculum.

Progression Document – Art & Design

	EYFS	Year 1	Year 2
Paint	Substantive Knowledge: - Recognise and mix the primary colours and begin to be familiar with other colours. - Begin to independently follow steps to mixing dry powder paint in the correct order with reduced support. Disciplinary Knowledge: - Be confident using a variety of tools including different sized brushes, sponges, and everyday objects to use for printing such as screws, corks, stencils, different shapes and textures. - Their choice of colours when painting will suitably match to different artefacts and objects. - They will be confident to paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Substantive Knowledge: - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. Disciplinary Knowledge: - Children can confidently follow the steps of mixing paint. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Introduce how to use black and white to create tone. - Create texture using colour and different thickness of paint. - Continue to develop increased skill painting from direct observations. - Say what they may change or improve in terms of their own work in the future.	Substantive Knowledge: - Can use appropriate language to talk about their work and the work of others. - Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. Disciplinary Knowledge: - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can colour match and replicate patterns and textures around them. - Children can understand the relationship between colour and mood/feeling and select appropriately. - Can use the brush with competency to create a wide range of marks that are being used in their work. - Discuss new vocabulary and skills using pointillism and colour washes and demonstrate how they have used this effect on their work.
Clay	Substantive Knowledge: Know that a malleable material can be manipulated and change shape.	Substantive Knowledge: Know about an artist/artist (Sarah Stoker)s that are sculptures and discuss the techniques they have used in their work.	Substantive Knowledge: Know about an artist/artists Elizabeth Frink, Sharon Reagan) that are sculptures and discuss the techniques they have used in their work.

	- Develop language to Look and talk about what they have produced, describing simple techniques and media used. Disciplinary Knowledge: - Independently explore malleable materials - Independently manipulate malleable materials by squeezing, rolling, pulling and squashing. - Demonstrate the ability to manipulate malleable materials by cutting, twisting and pinching. - demonstrate the ability to manipulate malleable materials to look like something recognisable using the skills previously taught.	- Know about the work of a range of artists and describe the differences and similarities, making links to their own work. Disciplinary Knowledge: - Have used a range of materials creatively to design and make products. - Have experimented using malleable material - Be introduced to the skills twisting, rolling and pinching - Form a 3D piece from one block of clay. - Have used a range of materials creatively to design and make products. - Demonstrate the skills pinching, twisting and rolling and how to use them to create an end product.	- Know about an artist/artists that are sculptures and discuss the techniques they have used in their work making links to their own work. Disciplinary Knowledge: - Have used a range of materials creatively to design and make products. - Experiment using tools to create surface patterns and textures. Such as raised lines, ridges, dots. - Build on the skills of pinching, twisting and rolling and introduce new technique slip. - Practise shaping, forming and constructing a model from both observation and imagination. - Have used a range of materials creatively to design and make products. - Use tools to create surface patterns and textures. Such as raised lines, ridges, dots. - Demonstrate the skill of pinching, twisting, and slip. - Shape, form and construct a model from both observation and imagination using one block of clay.
Fabric	Substantive Knowledge: - Develop language to describe colours, media, textures and actions Disciplinary Knowledge: - Begin to explore different materials freely by touching. - Creates a product which consists of two different textures independently - Will weave ribbon through a large surface - Will weave ribbon through a small surface - Begin to thread cotton through a large eye of a needle. - With some support, begins to pinch and push a needle and thread through hessian	Substantive Knowledge: - Develop language to describe colours, media, equipment and textures - Have begun to identify different types and textures of fabric. - Begin to match and sort fabrics and threads for colour, texture, length, size and shape. - Develop language to describe colours, media, equipment and textures - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. - Be able to identify different types and textures of fabric. - Use appropriate language to describe colours, media, equipment and textures. - Look at and talk about their own work and that of other artists and discuss the techniques they have used. Say what they think and feel about it. Disciplinary Knowledge:	Substantive Knowledge: - Children will be able to confidently identify different types and textures of fabric. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. - Children will be able to confidently identify different types and textures of fabric. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. Disciplinary Knowledge: - Match and sort fabrics and threads for colour, texture, length, size and shape. - Gain confidence in using the pinch, push, and pull sewing technique. - Explain how to thread a needle and model it successfully.

		• Begin to explore and practise the pinch, push pull sewing technique. • Explain how to thread a needle and have a go. • Introduction to collaborative sewing where children will be given the opportunity to apply their sewing skills. • Continue to explore and use the pinch, push pull sewing technique. • Explain how to thread a needle and have a go. • Have some experience of weaving and understand the process and some techniques. • Be able to match and sort fabrics and threads for colour, texture, length, size and shape. • Say what they may change or improve in terms of their own work in the future.	• Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Match and sort fabrics and threads for colour, texture, length, size and shape. • Gain confidence in using the pinch, push, and pull sewing technique. • Explain how to thread a needle and model it successfully. • Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
Pencil/Ink	Substantive Knowledge: • Have experimented with explore making different lines, shapes and marks using pencils, pastels and chalk • Children will use pencils, pastels and chalk to draw and will be able to explain what they have drawn. Disciplinary Knowledge: • Explore making different lines, shapes and marks using pencils, pastels and chalk • Practise drawing lines of different sizes using a range of drawing equipment. • Practise drawing lines of different thickness using a range of drawing equipment such as different drawing pencils, pastels, chalk • Create observational drawings using a range of lines and shapes taught on a smaller scale. • Develop drawing people skills. • Begins to draw some recognisable features despite placing and proportion not always accurate. • Draws faces with features such as eyes, nose, mouth • Begins to draw some recognisable features beyond the face despite placing and proportion not always accurate. • Can independently draw a portrait with more detail eg ears, hair, glasses	Substantive Knowledge: • Have experimented with pencils of varying leads and knows degrees of hardness. • Be introduced to a variety of drawing techniques such as hatching, cross-hatching, scribbling, stippling, and blending to create light/dark lines. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. • Look at and talk about their own work and that of other artists and discuss the techniques they have used. Say what they think and feel about it. Disciplinary Knowledge: • Explore the types of marks made and draw on different surfaces. • Practise drawing lines of different shapes and thickness. • Begin to observe shape and form of objects in the environment. Investigate textures by describing, naming, rubbing and copying. • Begin to control the types of marks made with the range of media and draw on different surfaces. • Draw lines of different shapes and thickness. • Use a variety of drawing techniques such as hatching, cross-hatching, scribbling, stippling, and blending to create light/dark lines.	Substantive Knowledge: • Begin to develop understanding of the need to sketch lightly. • Use knowledge to select the most suitable drawing materials for the type of drawing to be produced. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. • Continue to investigate textures and produce an expanding range of patterns, understanding how they can be used to represent form. Disciplinary Knowledge: • Control the types of marks made with the range of media and draw on different surfaces to represent objects, events and people. Begin to use shading to add interest to drawings. • Investigate tone by drawing light/dark line, light/dark patterns; light/dark shapes using different grades of pencil. • Develop control towards the types of marks made with a range of media: pencils, crayons, pastels, felt-tips, charcoal, pen and ink, chalk. • Control the types of marks made with the range of media and draw on different surfaces to represent objects, events and people. Use shading to add interest to drawings. • Investigate tone by drawing light/dark line, light/dark patterns; light/dark shapes using different grades of pencil. • Understand the need to sketch lightly.

	Begin to draw bodies appropriate to size	- Produce an expanding range of patterns and textures. - Continue to record pieces of art. - Say what they may change or improve in terms of their own work in the future. - Introduce developing skills using pen.	- Continue to record pieces of art and develop simple ideas from own observations. - Discuss their own work and the work of others, expressing thoughts and feelings. - Identify changes they might make or how their work could be developed further. - Practise using pen and ink including steps of routine (blotting) and skills to minimise smudging.
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Art Y1

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Pencil	Unit Title: Clay	Unit Title: Fabric
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
- Build on foundation of mark making - Build on their understanding of how they can use lines to enclose a space, and use these shapes to represent objects, events and people. - Continue to explore making pencil lines of different thickness	<i>Build on foundation knowledge of using malleable materials.</i> <i>Revisit previous skills and experiences of building a construction/ sculpture and adding simple detail.</i>	- Build on previous experiences of playing with and using a variety of textiles and fabric. - Build on experiences of using simple weaving processes - Revisit experiences in fabric collage: layering fabric. - Build on previous language used to describe colours, media, equipment and textures.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y1 pupils will:</i> <i>Artists- John Tenniel (hatching/crosshatching),</i> <i>Vince Low (Scribbling)</i> <i>Van Gogh, David Accurso (Stippling)</i> Substantive Knowledge: Have experimented with pencils of varying leads and knows degrees of hardness.	<i>By the end of this unit Y1 pupils will:</i> <i>Artist- Sarah Stoker</i> Substantive Knowledge: - Know about an artist/artists that are sculptures and discuss the techniques they have used in their work. Disciplinary Knowledge: - Have used a range of materials creatively to design and make products.	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - Develop language to describe colours, media, equipment and textures - Have begun to identify different types and textures of fabric. - Begin to match and sort fabrics and threads for colour, texture, length, size and shape.

- Be introduced to a variety of drawing techniques such as hatching, cross-hatching, scribbling, stippling, and blending to create light/dark lines. Disciplinary Knowledge: - Explore the types of marks made and draw on different surfaces. - Practise drawing lines of different shapes and thickness. - Begin to observe shape and form of objects in the environment. Investigate textures by describing, naming, rubbing and copying.	- Have experimented using malleable material - Be introduced to the skills twisting, rolling and pinching.	- Develop language to describe colours, media, equipment and textures Disciplinary Knowledge: - Begin to explore and practise the pinch, push pull sewing technique. - Explain how to thread a needle and have a go. - Introduction to collaborative sewing where children will be given the opportunity to apply their sewing skills.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Hatching, crosshatching - shading - stippling, scribbling, tone, texture	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Pinch, knead - twist, form, texture, construct. - Structure, model, fold, bend, curve, impress.	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Fabric, Pattern - Shape, Texture, Sew, Needle, Felt, Hessian - Wool, Yarn, Thread, Tweed, Silk, Satin, weave, pinch and push technique
Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>In this half term children are practising the skills without making an end product.</i> <i>Encourage children to start to use given vocabulary to talk about their work.</i>	<i>In this half term children are practising the skills without making an end product.</i> <i>Encourage children to start to use given vocabulary to talk about their work.</i>	<i>In this half term children are practising the skills without making an end product.</i> <i>Encourage children to start to use given vocabulary to talk about their work.</i> <i>Children to sort and become familiar with different types of fabric.</i> <i>Children to explore and practise the pinch, push pull sewing technique.</i>
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children can talk about their own work and discuss the techniques they have used including hatching and cross hatching - Children can say what they think and feel about their artwork. - Identify an artist that has inspired their work making links between the techniques they have used.	- Children can talk about their own work and discuss the techniques they have used including pinch and knead. - Children can say what they think and feel about their sculpture. - Identify an artist that has inspired their work making links between the techniques they have used.	- Children can talk about their own work and discuss the techniques they have used including the vocabulary fabric and pattern. - Children can say what they think and feel about their artwork. - Identify an artist that has inspired their work making links between the techniques they have used.
Resources:	Resources:	Resources:

- Pencils of differing leads and hardness - Different surfaces to record and practise pencil skills. - A variety of media to support the development of pencil skills: pencils, crayons, pastels, felt tips, charcoal, pen, chalk.	- Clay - Other malleable materials to explore e.g. Papier Mache, salt dough, play dough	- A range of fabrics which can be sorted by colour, thread, texture, length, size, shape and pattern. - Small pieces of hessian for children to practise the pinch, push pull technique. - Needles and threads.
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Autumn Term 2 nd Half	Spring Term 2 nd Half	Summer Term 2 nd Half
Unit Title: Pencil and Pen	Unit Title: Clay	Unit Title: Fabric
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> - Build on experiences of last term of developing the drawing techniques, hatching, cross hatching, scribbling, stippling. - Start to use given vocabulary to describe their work and the techniques they have used.	<i>By the end of this unit Y1 pupils will:</i> - Build on experiences of last term of developing the techniques pinching, twisting and rolling. - Start to use given vocabulary to describe their work and the techniques they have used.	<i>By the end of this unit Y1 pupils will:</i> - Build on experiences of last term of recognising, naming and sorting different fabrics. - Start to use given vocabulary to describe the different fabrics. - Continue to practise and build on skills using the pinch, push pull sewing technique.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y1 pupils will</i> <i>Artists- John Tenniel (hatching/crosshatching),</i> <i>Vince Low (Scribbling)</i> <i>Van Gogh, David Accurso (Stippling)</i> Substantive Knowledge: - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. - Look at and talk about their own work and that of other artists and discuss the techniques they have used. Say what they think and feel about it.	<i>By the end of this unit Y1 pupils will:</i> <i>Artist- Sarah Stoker</i> Substantive Knowledge: - Know about the work of a range of artists and describe the differences and similarities, making links to their own work. Disciplinary Knowledge: - Form a 3D piece from one block of clay. - Have used a range of materials creatively to design and make products.	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. - Be able to identify different types and textures of fabric. - Use appropriate language to describe colours, media, equipment and textures. - Look at and talk about their own work and that of other artists and discuss the techniques they have used. Say what they think and feel about it.

Disciplinary Knowledge: • Begin to control the types of marks made with the range of media and draw on different surfaces. • Draw lines of different shapes and thickness. • Use a variety of drawing techniques such as hatching, cross-hatching, scribbling, stippling, and blending to create light/dark lines. • Produce an expanding range of patterns and textures. • Continue to record pieces of art. • Say what they may change or improve in terms of their own work in the future. • Introduce developing skills using pen.	• Demonstrate the skills pinching, twisting and rolling and how to use them to create an end product.	Disciplinary Knowledge: • Continue to explore and use the pinch, push pull sewing technique. • Explain how to thread a needle and have a go. • Have some experience of weaving and understand the process and some techniques. • Be able to match and sort fabrics and threads for colour, texture, length, size and shape. • Say what they may change or improve in terms of their own work in the future.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • hatching, cross-hatching, • Line, shape, straight, curved, thick, thin • Shade, scribble, stipple • Blend, pattern, texture, observe	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Pinch, knead • twist, form, texture, construct • Structure, model, fold, bend, curve, impress.	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Fabric, Pattern, • Shape, Texture, Sew, Needle, Felt, Hessian • Wool, Yarn, Thread, Tweed, Silk, Satin, weave, pinch and push technique
Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>This term, children to apply the skills they have practise last term and construct a piece of work using pencil and pen</i> <i>Children to demonstrate effective modelling of the different pencil/ pen techniques- hatching, cross-hatching, scribble and stippling.</i>	<i>This term, children to apply the skills they have practise last term and construct a 3D piece of work using clay.</i> <i>Children to demonstrate effective modelling of each technique- pinch, twist and roll.</i>	<i>This term, children to apply the skills they have practise last term and construct a collaborative sewing.</i> <i>Children to demonstrate effective modelling of the pinch, push, pull sewing technique and knowledge of using different fabrics.</i>
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
• Children can create a final piece of pen/pencil work and discuss the techniques they have used using taught vocabulary. • Children can say what they think and feel about their art work. • Know about the work of a range of artists and describe the differences and similarities, making links to their own work.	• Children can construct a 3D sculpture applying the skills of pinching and kneading from one piece of clay. • Know about the work of a range of artists and describe the differences and similarities, making links to their own work. • Children can say what they may change or improve in terms of their own work.	• Children can produce a piece of fabric artwork and discuss the techniques they have used using taught vocabulary. • Children can say what they think and feel about their art work. • Know about the work of a range of artists and describe the differences and similarities, making links to their own work. • Children can say what they may change or improve in terms of their own work.

Children can say what they may change or improve in terms of their own work.		
Resources:	Resources:	Resources:
- Pencils of differing leads and hardness - Drawing paper - Drawing pens	- Clay - Modelling tools	- A range of fabrics for children to choose and discuss appropriateness for the collaborative sewing. - Needles and threads. - Large piece of hessian.

Art Y2

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Pencil	Unit Title: Paint Andy Warhol	Unit Title: Fabric
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> - Continue to work on controlling the types of marks made with the range of media and draw on different surfaces. - Develop further understanding of drawing lines of different shapes and thickness. - Build on previous knowledge of drawing techniques such as hatching, cross-hatching, scribbling, stippling, and blending to create light/dark lines. - Revisit skills and drawing techniques of creating patterns and textures. - Build on previous knowledge of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work.	<i>Prior knowledge</i> - Children can explain and demonstrate how to mix paint following the steps in the correct order. - Children can mix a range of both primary and secondary colours considering colour in terms of shades and tones. - Continue to explore texture using colour and different paint thickness. - Build previous skills from direct observations and begin to extend techniques and brush control to add in smaller more delicate detail. - Begin to use new vocabulary and previously learnt vocabulary to talk about their work and the work of others.	<i>By the end of this unit Y2 pupils will:</i> - Be able to identify different types and textures of fabric. - Continue to explore and use the pinch, push pull sewing technique. - Explain how to thread a needle and have a go. - Have some experience of weaving and understand the process and some techniques. - Be able to match and sort fabrics and threads for colour, texture, length, size and shape. - Use appropriate language to describe colours, media, equipment and textures. - Build on previous knowledge of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work.

New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y2 pupils will:</i> <i>Artist- Gustav Klimt (sketching)</i> <i>Pablo Picasso (sketching)</i> <i>Rosalind Monks (Pattern)</i> <i>Revisit- Artists John Tenniel (hatching/crosshatching),</i> <i>Vince Low (Scribbling)</i> <i>Van Gogh, David Accurso (Stippling)</i> Substantive Knowledge: - Begin to develop understanding of the need to sketch lightly. - Use knowledge to select the most suitable drawing materials for the type of drawing to be produced. Disciplinary Knowledge: - Control the types of marks made with the range of media and draw on different surfaces to represent objects, events and people. Begin to use shading to add interest to drawings. - Investigate tone by drawing light/dark line, light/dark patterns; light/dark shapes using different grades of pencil. - Develop control towards the types of marks made with a range of media: pencils, crayons, pastels, felt-tips, charcoal, pen and ink, chalk.	<i>By the end of this unit Y2 pupils will:</i> <i>Andy Warhol</i> Substantive Knowledge: - Children can explain and demonstrate how to mix paint following the steps in the correct order. - Begin to use new vocabulary and previously learnt vocabulary to talk about their work and the work of others. Disciplinary Knowledge: - Children can mix a range of both primary and secondary colours considering colour in terms of contrast, shades and tones. - Continue to explore texture using colour and different paint thickness. - Build previous skills from direct observations and begin to extend techniques and brush control to add in smaller more delicate detail.	<i>By the end of this unit Y2 pupils will:</i> Substantive Knowledge: - Children will be able to confidently identify different types and textures of fabric. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. Disciplinary Knowledge: - Match and sort fabrics and threads for colour, texture, length, size and shape. - Gain confidence in using the pinch, push, and pull sewing technique. - Explain how to thread a needle and model it successfully. - Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel. - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Shade, blend, pattern - Line, shape, straight, curved, thick, thin - hatching, cross-hatching, scribble, stipple - Blend, pattern, texture - Observe, sketch, control	- Primary, secondary, - light dark - Thick thin - Tone, cold, warm - Shades - Bright - dull	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Collage, texture, shape - Fabric, Colour, Pattern, - Sew, Needle, Felt, Hessian - Collage, appliqué, layers - Wool, Yarn, Thread, Tweed, Silk, Satin, weave, pinch and push technique

Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>In this half term children are practising the skills without making an end product.</i> <i>Encourage children to start to use given vocabulary to talk about their work.</i>	<i>In this term children are continuing to practising the skills with less support and greater independence. Their work will contribute to or be an end product.</i> <i>Encourage children to continue to use and build on given vocabulary to talk about their work.</i>	<i>In this half term children are practising the skills without making an end product.</i> <i>Encourage children to start to use given vocabulary to talk about their work.</i>
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children can talk about their own work and discuss the techniques they have used including the vocabulary shade, blend and pattern. - Children can discuss their own work and the work of other artists expressing thoughts and feelings. - Identify an artist that has inspired their work making links between the techniques, comparing similarities and differences.	- Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright to create a contrast. - Children can confidently follow the steps of mixing paint. - Children to start to show an emerging knowledge of how tone and texture can create an effect. - Children to show increased skills painting from direct observations including extending techniques and brush control to add in smaller more delicate detail. - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Say what they may change or improve in terms of their own work in the future.	- Children can talk about their own work and discuss the techniques they have used including the vocabulary collage, texture and shape. - Children can discuss their own work and the work of other artists expressing thoughts and feelings. - Identify an artist that has inspired their work making links between the techniques, comparing similarities and differences.
Resources:	Resources:	Resources:
- Pencils of differing leads and hardness - Different surfaces to record and practise pencil skills. - A variety of media to support the development of pencil skills: pencils, crayons, pastels, felt tips, charcoal, pen, chalk.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. Information about the chosen artist and examples of their work.	- A range of fabrics which can be sorted by colour, thread, texture, length, size, shape and pattern. - Small pieces of hessian for children to practise the pinch, push pull technique. - Needles and threads.

Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
Unit Title: Paint The Great Fire of London	Unit Title: Clay / Pen and Ink	Unit Title: Paint David Hockney
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:

Prior knowledge - Children can confidently follow the steps of mixing paint more independently. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Introduce how to use black and white to create tone. - Beginning to create texture using colour and different thickness of paint. - Continue to develop increased skill painting from direct observations. - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. - Say what they may change or improve in terms of their own work in the future.	By the end of this unit Y2 pupils will: <i>Clay</i> - Develop the techniques pinching, twisting and rolling and slip. - Start to use given vocabulary to describe their work and the techniques they have used. - Use tools to create surface patterns. - Refer and make links to a known artist discussing techniques and style. By the end of this unit Y2 pupils will: <i>Ink</i> - Build on experiences last term of developing the drawing techniques, hatching, cross hatching, scribbling, stippling. - Continue to use given vocabulary to describe their work and the techniques they have used. - Develop skills using pen and Ink	Prior knowledge - Children can mix colours accurately to match objects. - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can begin to explore the relationship between colour and mood/feeling. - Can use the brush with greater competency to create a wide range of marks that are being used in their work. - Can use appropriate language to talk about their work and the work of others. - Continue to explore texture using colour and different paint thickness. - Introduce new vocabulary and skills using pointillism and colour washes, model this effect.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
By the end of this unit Y2 pupils will: <i>Cross curricular links with History – The great Fire of London</i> Substantive Knowledge: - Can use appropriate language to talk about their work and the work of others. Disciplinary Knowledge: - Children can mix colours accurately to match objects. - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can begin to explore the relationship between colour and mood/feeling. - Can use the brush with greater competency to create a wide range of marks that are being used in their work. - Continue to explore texture using colour and different paint thickness. - Introduce new vocabulary and skills using colour model this effect.	By the end of this unit Y2 pupils will: Artist- Sharon Regan, Rosalind Monks (Pattern, Ink) Elisabeth Frink Substantive Knowledge: - Know about an artist/artists that are sculptures and discuss the techniques they have used in their work making links to their own work. - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between their practises and making links to their own work. - Continue to investigate textures and produce an expanding range of patterns, understanding how they can be used to represent form. Disciplinary Knowledge: - Have used a range of materials creatively to design and make products. - Use tools to create surface patterns and textures. Such as raised lines, ridges, dots. - Demonstrate the skill of pinching, twisting, and slip.	By the end of this unit Y2 pupils will: David Hockney Substantive Knowledge: - Can use appropriate language to talk about their work and the work of others. - Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. Disciplinary Knowledge: - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can colour match and replicate patterns and textures around them. - Children can understand the relationship between colour and mood/feeling and select appropriately. - Can use the brush with competency to create a wide range of marks that are being used in their work. - Discuss new vocabulary and skills using pointillism and colour washes and demonstrate how they have used this effect on their work.

	- Shape, form and construct a model from both observation and imagination using one block of clay. - Control the types of marks made with the range of media and draw on different surfaces to represent objects, events and people. - Investigate tone by drawing light/dark line, light/dark patterns; light/dark shapes - Continue to record pieces of art and develop simple ideas from own observations. - Discuss their own work and the work of others, expressing thoughts and feelings. - Identify changes they might make or how their work could be developed further. - Practise using pen and ink including steps of routine (blotting) and skills to minimise smudging.	
Vocabulary:	Vocabulary:	Vocabulary:
- colour matching mood words: red, angry, fire blue, calm, sea - Primary, secondary, light dark - Thick thin - Tone, cold, warm - Shades - Bright - Dull - Colour wash - contrast	- Twist, texture, - construct, pinch, knead, form - Structure, model, fold, bend, curve, impress. - Assemble, ridge, raised line. - Shade, blend, pattern - Line, shape, straight, curved, thick, thin - hatching, cross-hatching, scribble, stipple - Blend, pattern, texture - Observe, sketch, control	- Shades, colour wash, tone - Primary, secondary, light dark - Thick thin - cold, warm - Bright - dull - colour matching mood words: red, angry, fire blue, calm, sea - Pointillism
Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>In this term children are continuing to practising the skills with less support and greater independence. Their work will contribute to or be an end product.</i> <i>Encourage children to continue to use and build on given vocabulary to talk about their work.</i>	<i>This term, children to apply skills they have practise and construct a 3D piece of work using one block of clay.</i> <i>Children to demonstrate effective modelling of each technique- pinch, twist, roll and slip.</i> <i>Children will add surface patterns, detail and texture using tools.</i> <i>Children to apply the skills they have practise last term and construct a piece of work using pencil and Pen & Ink.</i>	<i>This term, children to apply the skills they have practised in previous terms and contribute to or produce an end piece of work.</i> <i>Children to demonstrate effective techniques using colour, texture, shape and space.</i>

	<i>Children to demonstrate effective modelling of the different pen and Ink techniques- hatching, cross-hatching, scribble and stippling.</i> <i>Children to begin to demonstrate tone in their piece of work by drawing light/dark line, light/dark patterns; light/dark shapes.</i>	
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children begin to add texture, contrast and tone using colour and thickness of paint e.g. colour washes, silhouettes - Children can confidently follow the steps of mixing paint. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Children to show increased skills painting from direct observations including extending techniques and brush control to add in smaller more delicate detail. - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Children to compare their work and identify changes they will make to develop it further.	- Children can construct a 3D sculpture applying the skills of adding texture and of twisting and slip from one piece of clay. - Children can talk about their own work and discuss the techniques they have used including new skill using the slip technique. - Children can discuss their own work and the work of other sculptors, expressing thoughts and feelings. - Identify an artist that has inspired their work making links between the techniques, comparing similarities and differences. - Show they can use tools to create surface patterns and add texture. - Children will have shaped and constructed a model 3D model. - Children can create a final piece of pen and ink work and discuss the techniques they have used using taught vocabulary. <i>Children to demonstrate effective modelling of pen and ink techniques-</i>	- Children to show increased skills painting from direct observations including extending techniques, correct vocabulary and brush control to add in smaller more delicate detail. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Children can add texture and tone using colour and thickness of paint e.g. colour washes, use of black and white. - Be able to look and talk about their own work and that of other artists discussing the techniques used and expressing thoughts and opinions. Children to compare their work and identify changes they will make to develop it further.
Resources:	Resources:	Resources:
- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.	- Clay - Modelling tools - Examples of artist's work to compare and discuss. - Examples of Rosalind Monks' work to inspire, compare and discuss. - Pen and Ink, blotting paper	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.

Paint Overview

Autumn Term

Foundation	Year 1	Year 2
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> • Children will be able to hold a paintbrush. • They will be able to mark make and apply paint to a surface.	<i>Prior knowledge</i> • Be confidence using a variety of tools including different sized brushes, sponges, and everyday objects to use for printing such as screws, corks, stencils, different shapes and textures. • Recognise and mix the primary colours and begin to be familiar with other colours. • Their choice of colours when painting will suitably match to different artefacts and objects. • They will be confident to paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. • Begin to independently follow steps to mixing dry powder paint in the correct order with reduced support.	<i>Prior knowledge</i> • Children can confidently follow the steps of mixing paint more independently. • Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. • Introduce how to use black and white to create tone. • Beginning to create texture using colour and different thickness of paint. • Continue to develop increased skill painting from direct observations. • Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it.

		- Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. - Say what they may change or improve in terms of their own work in the future.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Foundation Stage pupils will:</i> Substantive Knowledge: - Introduce the primary colours. Disciplinary Knowledge: - Explore using a variety of tools including different sized brushes, sponges, and everyday objects to use for printing such as screws, corks, stencils, different shapes and textures. - Start to match colours to different artefacts and objects. - Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. - Introduce the steps to mixing dry powder paint.	<i>By the end of this unit Y1pupils will:</i> <i>Amber Howie</i> Substantive Knowledge: - Explore a range of artists, craft makers and designers. Disciplinary Knowledge: - revisit how to mix primary colours. - Children are able to follow the steps of mixing paint in the correct order with minimal prompting. - Begin to create a range of marks using a paintbrush demonstrating increasing skill and control. - Begin to work from direct observation and imagination. - Begin to look and talk about their own work. - Begin to practise mixing different colours including black with guidance and modelling.	<i>By the end of this unit Y2 pupils will: Cross curricular links with History – The great Fire of London</i> Substantive Knowledge: - Can use appropriate language to talk about their work and the work of others. Disciplinary Knowledge: - Children can mix colours accurately to match objects. - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can begin to explore the relationship between colour and mood/feeling. - Can use the brush with greater competency to create a wide range of marks that are being used in their work. - Continue to explore texture using colour and different paint thickness. - Introduce new vocabulary and skills using colour model this effect.
Vocabulary:	Vocabulary:	Vocabulary:
- Brush, mix - red, blue, yellow, palette	- light, dark - thick, thin, shade Primary colour,	- colour matching mood words: red, angry, fire blue, calm, sea - Primary, secondary, light dark - Thick thin - Tone, cold, warm - Shades - Bright - Dull - Colour wash - contrast

Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>Children to explore and experience using paint on different surfaces and in different ways through both modelled opportunities and continuous provision.</i>	<i>In this term children are practising the skills with support and modelling. Their work will contribute to or be an end product. Encourage children to start to use given vocabulary to talk about their work.</i>	<i>In this term children are continuing to practising the skills with less support and greater independence. Their work will contribute to or be an end product. Encourage children to continue to use and build on given vocabulary to talk about their work.</i>
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children begin to copy the steps of mixing dry powder paint from an adult modelling in this order: Water sponge paint palette. - Children to begin to recognise there are different colours. - Children can begin to match colours to different artefacts and objects.	- Children can mix primary colours. - Children are able to follow the steps of mixing paint in the correct order with increased independence. - Can create a range of marks using a paintbrush demonstrating increasing skill and control. - Begin to work from direct observation and imagination. - Children can talk about the artists Axel Scheffler, his work and begin to compare the techniques used with their work. - Begin to look and talk about their own work. - Can mix different colours including black with support and prompting.	- Children begin to add texture, contrast and tone using colour and thickness of paint e.g. colour washes, silhouettes - Children can confidently follow the steps of mixing paint. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Children to show increased skills painting from direct observations including extending techniques and brush control to add in smaller more delicate detail. - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Children to compare their work and identify changes they will make to develop it further.
Resources:	Resources:	Resources:
- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.

Spring Term

Foundation	Year 1	Year 2
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> - Children will be able to recognise and start to name different colours focus on the primary colours red, blue and yellow. - Children associate and match some colours to different artefacts and objects. - Children will be aware of the different steps of mixing dry powder paint but not necessarily able to follow them in the correct order without guidance.	<i>Prior knowledge</i> - Know how to mix primary colours. - Children are able to follow the steps of mixing paint in the correct order with minimal prompting. - Can create a range of marks using a paintbrush demonstrating increasing skill and control. - Begin to work from direct observation and imagination. - Explore a range of artists, craft makers and designers. (Axel Scheffler).	<i>Prior knowledge</i> - Children can explain and demonstrate how to mix paint following the steps in the correct order. - Children can mix a range of both primary and secondary colours considering colour in terms of shades and tones. - Continue to explore texture using colour and different paint thickness.

	• Begin to look and talk about their own work. • Begin to practise mixing different secondary colours including black with guidance and modelling.	• Build previous skills form direct observations and begin to extend techniques and brush control to add in smaller more delicate detail. • Begin to use new vocabulary and previously learnt vocabulary to talk about their work and the work of others.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Foundation Stage pupils will:</i> Substantive Knowledge: • Begin to recognise and mix the primary colours. Disciplinary Knowledge: • Develop confidence using a variety of tools including different sized brushes, sponges, and everyday objects to use for printing such as screws, corks, stencils, different shapes and textures. • Start to match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. • Introduce the steps to mixing dry powder paint.	<i>By the end of this unit Y1pupils will:</i> <i>Keith Haring</i> Substantive Knowledge: • Explore a range of artists, craft makers and designers. (Axel Scheffler). • Begin to look and talk about their own work and that of other artists discussing the techniques used. Disciplinary Knowledge: • Children are able to follow the steps of mixing paint more independently with less mistakes. • Be able to mix primary and secondary colours with minimal prompting. • Create and distinguish between different marks selecting the most appropriate brush. • Begin to show developing confidence and increased skill painting from direct observations and imagination. • Demonstrate how to mix different secondary colours including black. Starting to think about the thickness of the paint and shade of colour.	<i>By the end of this unit Y2 pupils will:</i> <i>Andy Warhol</i> Substantive Knowledge: • Children can explain and demonstrate how to mix paint following the steps in the correct order. • Begin to use new vocabulary and previously learnt vocabulary to talk about their work and the work of others. Disciplinary Knowledge: • Children can mix a range of both primary and secondary colours considering colour in terms of contrast, shades and tones. • Continue to explore texture using colour and different paint thickness. • Build previous skills form direct observations and begin to extend techniques and brush control to add in smaller more delicate detail.
Vocabulary:	Vocabulary:	Vocabulary:
• red, blue, yellow • Brush, mix, palette • Thick, thin	• thick, thin • Primary colour, light, dark, shade • Dull, bright	• Primary, secondary, • light dark • Thick thin • Tone, cold, warm • Shades • Bright • dull
Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>Children to explore and experience using paint on different surfaces and in different ways through both modelled opportunities and continuous provision.</i>	<i>In this term children are continuing to practising the skills with less support and greater independence. Their work will contribute to or be an end product.</i>	<i>In this term children are continuing to practising the skills with less support and greater independence. Their work will contribute to or be an end product.</i>

	<i>Encourage children to continue to use and build on given vocabulary to talk about their work.</i>	<i>Encourage children to continue to use and build on given vocabulary to talk about their work.</i>
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children will complete the steps of mixing dry powder paint with reduced adult modelling and guidance. - Children to begin to select colours which match associated artefacts and objects.	- Create an end product from observation using lines, shapes, space and colour appropriately. - Children can follow the steps of mixing paint more independently and in the correct order. - Children can mix a range of primary and secondary colours with minimal prompting. - Can create and talk about the different marks and techniques they have used to create an effect. - Explore a range of artists, craft makers and designers. (Axel Scheffler). - Children can talk about their own work and compare with other artists discussing the techniques used.	- Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright to create a contrast. - Children can confidently follow the steps of mixing paint. - Children to start to show an emerging knowledge of how tone and texture can create an effect. - Children to show increased skills painting from direct observations including extending techniques and brush control to add in smaller more delicate detail. - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Say what they may change or improve in terms of their own work in the future.
Resources:	Resources:	Resources:
- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.

Summer Term

Foundation	Year 1	Year 2
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> - Children will have developed confidence using a variety of tools including different sized brushes, sponges, and everyday objects to use for printing such as screws, corks, stencils, different shapes and textures. - They will be able to recognise and mix the primary colours. - Match colours to different artefacts and objects.	<i>Prior knowledge</i> - Children are able to follow the steps of mixing paint more independently with less mistakes and reduced support. - Be able to mix primary and secondary colours. - Create and distinguish between different marks selecting the most appropriate brush. - Begin to show developing confidence and increased skill painting from direct observations and imagination.	<i>Prior knowledge</i> - Children can mix colours accurately to match objects. - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can begin to explore the relationship between colour and mood/feeling. - Can use the brush with greater competency to create a wide range of marks that are being used in their work.

- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. - Introduce the steps to mixing dry powder paint.	- Explore a range of artists, craft makers and designers. (Axel Scheffler). - Begin to look and talk about their own work and that of other artists discussing the techniques used. - Demonstrate how to mix different secondary colours including black. Starting to think about the thickness of the paint and shade of colour.	- Can use appropriate language to talk about their work and the work of others. - Continue to explore texture using colour and different paint thickness. - Introduce new vocabulary and skills using pointillism and colour washes, model this effect.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Foundation Stage pupils will:</i> Substantive Knowledge: - Recognise and mix the primary colours and begin to be familiar with other colours. - Begin to independently follow steps to mixing dry powder paint in the correct order with reduced support. Disciplinary Knowledge: - Be confidence using a variety of tools including different sized brushes, sponges, and everyday objects to use for printing such as screws, corks, stencils, different shapes and textures. - Their choice of colours when painting will suitably match to different artefacts and objects. - They will be confident to paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	<i>By the end of this unit Y1 pupils will:</i> <i>Van Gogh</i> Substantive Knowledge: - Be able to look and talk about their own work and that of other artists discussing the techniques used. Say what they think and feel about it. - Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. Disciplinary Knowledge: - Children can confidently follow the steps of mixing paint. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Introduce how to use black and white to create tone. - Create texture using colour and different thickness of paint. - Continue to develop increased skill painting from direct observations. - Say what they may change or improve in terms of their own work in the future.	<i>By the end of this unit Y2 pupils will:</i> <i>David Hockney</i> Substantive Knowledge: - Can use appropriate language to talk about their work and the work of others. - Explore a range of artists, craft makers and designers, describing the similarities and differences between their practise and making links to their own work. Disciplinary Knowledge: - Children can create a range of primary and secondary colours and duplicate the same shade if more paint is required. - Children can colour match and replicate patterns and textures around them. - Children can understand the relationship between colour and mood/feeling and select appropriately. - Can use the brush with competency to create a wide range of marks that are being used in their work. - Discuss new vocabulary and skills using pointillism and colour washes and demonstrate how they have used this effect on their work.
Vocabulary:	Vocabulary:	Vocabulary:
- Palette - Thick, thin - Light, Dark Brush, mix, red, blue, yellow,	- Dull, bright - Primary colour, light, dark, thick, thin, shade - Tone, texture, cool, warm	- Shades, colour wash, tone - Primary, secondary, light dark - Thick thin - cold, warm

		- Bright - dull - colour matching mood words: red, angry, fire blue, calm, sea - Pointillism
Learning Sequence:	Learning Sequence:	Learning Sequence:
<i>Children to explore and experience using paint on different surfaces and in different ways through both modelled opportunities and continuous provision.</i>	<i>This term, children to apply the skills they have practised in previous terms and contribute to or produce an end piece of work.</i> <i>Children to demonstrate effective techniques using colour, texture, shape and space.</i>	<i>This term, children to apply the skills they have practised in previous terms and contribute to or produce an end piece of work.</i> <i>Children to demonstrate effective techniques using colour, texture, shape and space.</i>
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children will complete the steps of mixing dry powder paint in the correct order with reduced adult modelling and greater independence. - Children to select colours which match associated artefacts and objects. - Children will show greater skill and control using a variety of tools.	- Be able to look and talk about their own work and that of other artists discussing key vocabulary and the techniques used. Say what they think and feel about it. - Children can confidently follow the steps of mixing paint. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Children to start to show an emerging knowledge of how tone and texture can create an effect. - Children to show increased skills painting from direct observations. - Say what they may change or improve in terms of their own work in the future.	- Children to show increased skills painting from direct observations including extending techniques, correct vocabulary and brush control to add in smaller more delicate detail. - Be able to mix a range of primary and secondary colours considering thickness of paint and shade in terms of light, dark, dull and bright. - Children can add texture and tone using colour and thickness of paint e.g. colour washes, use of black and white. - Be able to look and talk about their own work and that of other artists discussing the techniques used and expressing thoughts and opinions. - Children to compare their work and identify changes they will make to develop it further.
Resources:	Resources:	Resources:
- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.	- Water, sponge, dry powder paint, palette - Different sized brushes - A range of surfaces to paint on e.g. different coloured, sized and shaped paper. - Artefacts and objects to observe and paint. - Information about the chosen artist and examples of their work.