



Progression in Art & Design at Riddlesden St. Mary's

Curriculum breadth and depth in knowledge and skills in Art at Riddlesden St Mary's C of E Primary School

→ Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Theme: All about me and Autumn Text: Owl Babies I wonder what family looks like...	Theme: All about me, Celebrations and Winter Text: We're Going on a Bear Hunt I wonder where this journey will take us...	Theme: Africa Text: Handa's Surprise I wonder what my senses will discover...	Theme: Traditional Tales Text: Jack and the Beanstalk / The Gingerbread Man I wonder what magic awaits us at the top of the beanstalk...	Theme: On the Farm Text: The Three Little Pigs/The Enormous Turnip I wonder if a wolf can huff and puff...	Theme: Dinosaurs Text: Dinosaurs in my School/ Dinosaurs in the supermarket I wonder if dinosaurs ever existed...
Experiences	Family pictures, Autumn Walk, exploring Autumn objects Finding a birds nest Making bird feeders, Diwali	Bear footprints, Sensory Bear Hunt, Real bear hunt around school, winter walk, exploring ice, Bonfire Night, Remembrance Day, Christmas	Fruit tasting, walk to the Coop, Fathers' Day	Runaway gingerbread man, lots of baking and cooking, tasting different flavours, Magic beans, Who's are these clothes? Giant footprints growing, imagination, Chinese New Year	Planting seeds, visit from Joel the school gardener, Trip to the farm, World Book day, Pancake Day, Mothers' Day, Easter, hatching chicks	Letter from a dinosaur, a visit from a real dinosaur, hunting for a dinosaur, dinosaur eggs, Eid
Characteristics of Effective Learning	Playing and Exploring: • Make independent choices. • Respond to new experiences Active Learning: • Keep on trying when things are difficult. Creating and Thinking Critically: • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas.					
Knowledge and skills Focus Artist for the Year: Jackson Pollock	Exploring the paint easel and other art opportunities in the environment. Paint Chalk Pens/Pencils Collage	Painting with coloured ice: exploring what happens when Ice melts. Making mud paints Exploring different marks made by different natural materials – grass, mud, ice, water, sticks	Vegetable / flower / leaf printing Painting with natural materials.	Painting with different spices; exploring sense of smell. Sand painting Cornflour mark making and painting. Sensory art / exploring textures.	Blowing bubbles to make prints, blowing paint with straws Large scale painting. Painting with different body parts – hand prints and footprints – paint	Dinosaur collages
Key Skills	• Putting on an apron • Washing hands after painting • Selecting a new piece of paper • Using a paintbrush to make marks.		• Adding materials to paint to create different textures e.g. sand, porridge, rice etc. • Using different thickness of brush to make different marks.		• Colour mixing, combining 2 colours to see what happens	

			- Self-selecting poster paints - Using glue to stick one material onto another		- Making different marks to represent different things, understand you can use a paintbrush like you would use a pen or pencil. - Using glue to stick one material onto another	
Development Matters link	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Explore colour and colour-mixing.	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Explore colour and colour-mixing.	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Explore colour and colour-mixing.	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Draw with increasing complexity and detail, such as representing a face with a circle and including details.	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

→ Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Goldilocks and the Three Bears I wonder why I am wonderful...	The Leaf Thief I wonder why leaves crunch...	Whatever Next / Look Up I wonder why we should look up...	Supertato I wonder what makes a villain...	Tadpole's Promise I wonder why bees buzz...	Don't Spill the Mil / The Queen's Hat I wonder where this adventure will take us...
Experiences	Family and baby photos, Goldilocks crime scene, porridge tasting, woodland walk, local area walk, Harvest – church, Diwali	Autumn Walk to East Riddlesden Hall – comparing their house to the past. Looking for signs of Autumn, Bonfire Night, Remembrance Day, Christmas	Alien crash landing, letters from the alien, Canal walk, Chinese New Year	Police and other emergency service visits, Bingley bus trip, Planting and growing with Joel, Vegetable soup, World Book day, Pancake Day, Mothers' Day, Easter	Zoo Lab, Growing caterpillars into butterflies and frogspawn in frogs, pond dipping, Eid,	Exploring African artefacts, practising carrying their own milk, East Riddlesden Hall Trip, End of Year forest celebration – toasting marshmallows, Fathers' Day
Characteristics of Effective Learning	Playing and Exploring: - Respond to new experiences Active Learning: - Keep on trying when things are difficult. Creating and Thinking Critically: - Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions					
Knowledge and skills	Kandinsky selecting particular colours for a purpose Mixing colours to find out what happens Exploring with the texture of pastels Natural art following children's interests- link to Autumn	Kandinsky Learning what happens when primary colours are mixed and how to make particular colours. How are pastels different to using a felt tip pen or crayon Natural art following children's interests- Link to Winter	Henri Matisse Using paint to make representations of objects: Aliens, spaceships etc. Using pastels to make representations of the world around us. Planets etc. Natural art following children's interests.	Henri Matisse Still life painting flowers Painting outside using natural materials Printing using vegetables then making our own prints by carving polystyrene tiles. Natural art following children's interests- link to Spring	Andy Goldsworthy Repeating patterns, printing repeating patterns. Symmetry, printing butterfly paintings Colours linked to feelings and emotions. Natural art following children's interests.	Andy Goldsworthy Using all we have learnt to produce animal artwork in a range of media. Analysing their own work: what do they like, what would they change? Natural art following children's interests- link to Summer
Key Skills	How to clean up the paint area Self-selecting poster paint Self-selecting powder paints Colour mixing Using pastels Using a paint brush effectively to make marks Printing Exploring with the texture of pastels		Self-selecting poster paint Self-selecting powder paints Colour mixing Using pastels Choosing particular tools to create different effects e.g. thick or thin brush or sponge. Keeping the paint area clean and tidy Self-selecting pastels purposefully, selecting pastel colours and using them to represent real life i.e. green and brown for a tree.		Adding white to make paint lighter and black to make darker Using water colours Choosing particular tools to create different effects e.g. thick or thin brush or sponge. Keeping the paint area clean and tidy Self-selecting pastels purposefully, selecting pastel colours and using them to represent feelings and emotions.	
	Draw with increasing complexity and detail, such as representing a face with a circle and including details.		Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	

Development Matters link	• Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. •	• Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	• Share their creations, explaining the process they have used.
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Year 1	Autumn 1 ART	Autumn 2 DT	Spring 1 DT	Spring 2 ART	Summer 1 DT	Summer 2 ART
Immersive theme of learning including key texts	The Disgusting Sandwich (Science)	NoBot (History)	Lost and Found (Geography)	Meerkat Mail (Geography)	Hector and the Big Bad Knight (History)	Jim and the Beanstalk (Science)

	I wonder if humans are similar to the very hungry badger... Papier-mâché masks	I wonder what toys our grandparents played with... Making toys	I wonder how we can get you home... Making boats	I wonder if I can survive here... David Hockney – Garden artwork	I wonder where my nearest castle is... Castles with levers (Klimt sketching – pencil skills if time)	I wonder what is growing in our garden... Observational drawings - Bauer
Experiences		Trip to Science and Media museum	A visit to the class tree throughout the year. What do you notice about the leaves?	Trip to Tropical World	Trip to Cliffe Castle and Skipton Castle.	Growing plants and gardening with Joel
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	To learn about the work of an artist. To make links with an artist's work to their own work.			To learn about the work of an artist. To describe the differences and similarities between different practices and disciplines. To make links with an artist's work to their own work.		To learn about the work of an artist. To describe the differences and similarities between different practices and disciplines. To make links with an artist's work to their own work.
Knowledge bespoke for RSM pupils	Suggested Project: Dragon art using collage. Suggested artists: • Henri Matisse (use of collage and colour) Gustav Klimt (use of pattern)			Suggested Project: Hot and cold art using paint. Suggested artists: • Delaunay (use of colour) • David Hockney's Saltaire landscapes		Suggested Project: Detailed pencil drawings. Suggested artists: • Ferdinand Bauer: Botanical illustrator Andy Goldworthy
Skills taken from the NC	To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern and texture. To use a range of materials creatively to design and make products	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To use drawing and painting to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products.	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern and texture. To use a range of materials creatively to

						design and make products.
Skills bespoke for RSM pupils	Suggested Project: Dragon art using collage. Children will develop their pencil skills to communicate their ideas and develop detail. Children will develop knowledge of colours and patterns. Children will experiment with texture. This will be in the context of dragons and their skin. Tell Me A Dragon will be a good source of inspiration.	No Art project this half term. Creative design skills and drawing skills will be used within the DT project.	No Art project this half term. Creative design skills and drawing skills will be used within the combined science/DT project of making boats.	Suggested Project: Hot and cold art using paint. Children will explore landscape artists and identify how colour has been used to depict seasons. Hockney's local landscapes could be used to explore the use of patterns. Landscapes depicting the seasons- could be local.	No Art project this half term. Creative design skills and drawing skills will be used within the DT project.	Suggested Project: Detailed pencil drawings and printing. Children to create detailed pencil drawings of the plants they grow and see in the locality. Children will develop their pencil skills with line and texture. Children will create their own Goldsworthy art using natural materials sourced from the environment.
	Art Enrichment: Each week the children look at a different famous artist. They learn about their style and discuss the processes used in creating their work. They then experiment with these processes and 'recreate' pieces in the style of the chosen artist. (Matisse, Delaunay, Mondrian) I know how to use pencil to create lines of different thickness in drawings. I know how to name the primary and secondary colours. I know how to create a repeating pattern in print. I know how to describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art.					

Year 2	Autumn 1 ART	Autumn 2 DT	Spring 1 ART	Spring 2 DT	Summer 1 DT	Summer 2 ART
Immersive theme of learning including key texts	The Owl who was Afraid of the Dark (Science/Geography) I wonder what makes a home... Matisse	Florence Nightingale (History) I wonder who the Lady with the Lamp was... Making a lamp	Leaf (Science/Geography) I wonder where Leaf came from... Clay polar bears	The Baker's Boy and the Great Fire of London (History) I wonder if Keighley has ever had a great fire... (Dalton Mill) 17 th century food	The (Ferocious) Chocolate Wolf (Science) I wonder what I could live without... Clothes for a wolf in different climates	The Secret of Black Rock (Geography) I wonder why we love to be beside the seaside... Warhol prints – seaside art
Experiences	Visiting the barn owls in school grounds Building barn owl boxes Birds of prey visit	Lamp making Florence Nightingale Day - Victorian toys - Role play - Porridge/tea - Washing with bars of soap Exploring first aid and medicine	Woodland walk- Nature trail. Skipton Woods visit- identifying different plants using Woodland Trust app	Bake bread Visit a bakery Creating a mini Fire of London to see how the fire spread Fire Service school visit	Chocolate bar design and making Chocolate tasting Visit chocolate factory/visit from a chocolatier	Visit to the beach Sea Life Centre Fish tanks in classroom RLNI school visit
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	To learn about the work of an artist. To make links with an artist's work to their own work. To describe the differences and similarities between different practices and disciplines.		To learn about the work of an artist. To make links with an artist's work to their own work. To describe the differences and similarities between different practices and disciplines.			To learn about the work of an artist. To make links with an artist's work to their own work. To describe the differences and similarities between different practices and disciplines.
Knowledge bespoke for RSM pupils	Suggested Project: Woodland painting Suggested artists: Gustav Klimt (nature themed art) Henri Matisse (use of colour with nature) <i>Think about how this will be progressive (from Y1)</i>		Suggested Project: Animal sculpture Suggested artists: Henry Moore (sculpture) Claes Oldenburg (sculpture)			Suggested Project: Seaside art including printing Suggested artists: Warhol (printing) Paul Klee (landscapes and use of shape)

Skills taken from the NC	To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture and space.	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To use a range of materials creatively to design and make products. To use drawing and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, texture, shape, form and space	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination.	To use a range of materials creatively to design and make products. To use drawing, painting and printing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, line, shape, and space
Skills bespoke for RSM pupils	Suggested Project: Woodland art- drawing and painting. Children will explore the use of colour and patterns in art work and explore how this can be linked to the woodland theme. Children will develop their painting skills and create woodland paintings combining their skills.	No Art project this half term. Creative design skills and drawing skills will be used within the combined DT project of making lamps.	Suggested Project: Animal sculptures- clay. Children will explore what is meant by sculpture comparing two different styles. Children will work with clay to experiment with texture, shape and form. They will create animals featured in the book.	No Art project this half term. Creative design skills and drawing skills will be used within the DT project of designing and baking bread.	No Art project this half term. Creative design skills and drawing skills will be used within the chocolate enterprise project.	Suggested Project: Seaside art- printing and painting. Layered sea art depicting a seascape. Different layers to be made using different techniques of printing with different textures and patterns.
	<u>Enrichment - Art inspired by David Hockney</u> I can use a viewfinder to focus on a David Hockney's art and recreate the image I see. I can suggest how David Hockney has used colour, pattern and shape in landscapes. I can create a piece of art in response to the work of David Hockney.					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ART	DT	ART	DT	ART	DT
Immersive theme of learning including key texts	Stone Age Boy (History)	The Adventures of King Arthur (History)	The Street Beneath My Feet (Science)	Malala's Magic Pencil (Geography)	The Night Gardener (Science)	Escape From Pompeii (History)

	I wonder who came before me... Stone-age cave paintings Local artist – Jeffrey Andrews	I wonder how the British monarchy has changed... Magnet game	I wonder what makes volcanoes vicious... Pop art fossils – Lichtenstein	I wonder what our local story is... The Magic Flute – Stage Design	I wonder what happens in our allotment during the night... Garden tool bags	I wonder who the Romans were and how they impacted Braford... Mosaic coasters
Experiences	Stone age houses using traditional methods and tools.	Trip to Royal Armouries to see jousting.	Cliffe Castle-rocks and fossils visit	Creating a Stage Design for the Magic Flute ready for our end of year Opera performance (Bradford City of Culture 2025).	Georgia Okeefe inspired art	Creating a Roman floor mosaic to be set in the school grounds
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	Know about architectural methods in history. Know about great artists in history.	Know about designers.	Know about great artists in history.	Know about designers.	Know about great artists in history.	Know about great artists in history. Know about architectural methods in history.
Knowledge bespoke for RSM pupils	Suggested Project: Stone Age Artwork and cave paintings. Suggested artists: Jeffery Andrews. Michael Grab Suggested focus: Stone Age art – artist visit into school.	Develop an understanding of design linked to game design incorporating artistic skills.	Suggested Project: Printing inspired by the street beneath my feet. Suggested artists: Andy Warhol (print artist) Galactic Fossil by David Partridge Fossil by Barbara Hampton		Suggested Project: Flower themed art. Suggested artists: Georgia O'keeffe Ray Hassard (pastel artist)	
Skills taken from the NC	To control my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record my observations and use these to review and revisit ideas. To improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.		To create sketch books 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.		To create sketch books 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.	

Skills bespoke for RSM pupils	Suggested Project: Stone Age Artwork and cave paintings. Children will develop their pencil skills and the use of different media such as paint, pastels and charcoal. They will experiment using natural materials such as berries, mud, clay and leaves to create artwork as the Stone Age people would.	No Art project this half term. Creative design skills and drawing skills will be used within the combined Science and DT of building magnetic games.	Suggested Project: Printing inspired by the street beneath my feet. Children to appraise and replicate the work of famous printers. Children to experiment with creating their own prints using a variety of materials and experiment with repeated printing and layering prints. The theme of the artwork is 'the street beneath my feet' and could include fossils/rocks/geodes etc.	No Art project this half term. Creative design skills and drawing skills will be used within the combined Music and DT project linked to The Magic Flute.	Suggested Project: Flower themed art. Children will develop their pencil skills and develop detailed still life drawings of flowers. They will begin to experiment with pastels and develop their skills creating colour and texture.	
	Enrichment: Kandinsky • I can create a background using a wash • I can use a range of brushes to create different effects in painting • I can use sketches to produce a final piece of art • I can use different grades of pencil to shade and show different tones and textures • I can identify the techniques used by different artists • I can compare the work of different artists					

Year 4	Autumn 1 ART	Autumn 2 DT	Spring 1 ART	Spring 2 ART	Summer 1 DT	Summer 2 DT
Immersive theme of learning including key texts	Egyptian Cinderella (History) I wonder who the Ancient Egyptians were... Clay cartouche	Charlie and The Chocolate Factory (Science) I wonder what happens to the food I eat... Chocolate (moulding on greaseproof paper)	Rhythm of the Rain (Geography) I wonder where the water in the River Aire comes from... David Hockney – water/ Splash	Everest (Geography) I wonder what it's like to live on a mountain... Mountain collages	Beowulf (History) I wonder who were the Anglo Saxons and how have they shaped the United Kingdom... Jewellery	
Experiences	Egyptian hook – eating like an Egyptian, looking for Egyptian artefacts as an archaeologist.	Model of the digestive system practically, food enterprise project linked to Christmas fair.	Explore the water sources and water ways in our locality. Trip to Malham Cove to see the start of the River Aire.	Mountain and map reading hook day – Identifying countries on a map using an atlas, creating a replica of a globe, making notes from Planet Earth 2.	Viking day, Trip to Jorvik and Dig in York.	
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	Know about great artists, architects and designers in history.		Know about great artists, architects and designers in history	Know about great artists, architects and designers in history		
Knowledge bespoke for RSM pupils	Suggested Project: Egyptian art. Suggested artists: Traditional Egyptian art	No art project this half term. DT project focusing on food enterprise instead.	Suggested Project: Water themed art. Suggested artists: David Hockney (water themed pieces) Hokusai (water themed artist) Julie Shackson (textiles based on water)	Suggested Project: Mountain landscape art. Suggested artists: Seurat (landscape artist and creator of pointillism) Paul Cezanne (landscapes) Digital opportunity – Seurat & Pointillism	No art project this half term. DT project focusing on Anglo Saxon building techniques.	

Skills taken from the NC	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting.		To create sketch books 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.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, printing and painting and a range of materials.	
Skills bespoke for RSM pupils	Suggested Project: Egyptian art. Children will study traditional Egyptian art, techniques, purpose, subjects etc. They will develop their drawing skills through still life of artefacts. They will then develop their colour skills (pastel/paint) creating textures and patterns within the chosen medium. They will design and create final pieces based on ancient Egypt.		Suggested Project: Water themed art. The children will compare how different artists have interpreted the theme of water. They will look at the mediums each artist has used and experiment with them developing their skills in each area. The children will design and create their own water themed work using their chosen medium.	Suggested Project: Mountain landscape art. Layered landscape art. Each layer will develop a different skill including: sketching, painting, and printing. The children will become familiar with different landscape artists and develop their understanding of perspective in artwork. This will enable them to create a layered effect to their final piece using perspective accurately.	
	Enrichment: Banksy - I can show body language and facial expressions in sketches - I can use tone, shape and colour to represent figures and forms in movement - I can experiment with the styles used by other artists - I can explain some of the features of art from historical periods				

Year 5	Autumn 1 ART	Autumn 2 DT	Spring 1 ART	Spring 2 DT	Summer 1 ART	Summer 2 DT
Immersive theme of learning including key texts	The Man Who Walked Between the Towers (Science/Geography) I wonder if you can feel forces... Cityscapes - Gaudi	War Horse (History) I wonder who were the Bradford PALS... Diorama trench	Oliver Twist (Local History) I wonder who the Victorians are and how have they shaped Bradford... William Morris - printing	The Highwayman (History) I wonder if punishment for crime really needs to be cruel and painful... Thermos mug	Curiosity (Science) I wonder if I will go to the moon... Robert Rauschenberg Multimedia astronauts	The Explorer (Geography) I wonder why rainforests and rivers are so important... Puppets
Experiences	Magna trip	War Horse Trip to see War Horse at the Alhambra (or alternative venue), WW1 experience visitor, Trenches VR Google expedition	Abbey House Museum trip, Victorian 'School' Day to understand what a day in a Victorian school was like.	Galleries of justice – Nottingham York Ripon police and prison museum	Space VR – Google expedition, Star Centre at Keighley College,	Tropical World visit,
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	Know about great artists and architects in history.	<i>No Art project this half term as DT project on puppet making linked to War Horse stage show.</i> Suggested Mini Project: WW1 remembrance art.	Know about great artists, architects and designers in history	<i>No Art project this half term as DT project on materials linked to thermal conductivity.</i>	Know about great artists, architects and designers in history.	Know about great artists, architects and designers in history.

Knowledge bespoke for RSM pupils	Suggested Project: Cityscapes Suggested artists: Gaudi (architect) Winslow Homer (watercolour artist) Richard Estes (photorealist- cities) <i>Recap Y4 Drawing skills.</i>	Suggested piece of artwork to study: Kathe Kollwitz's - <i>The Parents</i>	Children will look at the art of William Morris and his use of repeated pattern. Are his designs still relevant today?		Suggested Project Suggested artists: Peter Thorpe Robert Rauchenburg (space themed art-mixed media)	Suggested Project Suggested artists: Henri Julien Rousseau (rainforest themed) Lorenzo M. Duran (leaf cutting artist)
Skills taken from the NC	To create sketch books 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 example, pencil, charcoal, paint, clay				To create sketch books 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 example, pencil, charcoal, paint, clay	To create sketch books 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 example, pencil, charcoal, paint, clay
Skills bespoke for RSM pupils	Suggested Project: Cityscapes Children will develop their drawing skills around the topic of famous buildings using shape, space and texture. Children will then look at famous landscape artists and how they use shape and space. Children will then use famous cityscapes from around the world and use their chosen medium to design and create their own skyline art.	Suggested Mini Project: WW1 remembrance art. Children will create remembrance art using silhouette images against a contrasting background. They will develop their knowledge and understanding of how art can be used as an homage to events and people etc. in history.			Suggested Project: Space art Pupils will look at the work of two contrasting artists whom both use the subject of space but in different ways. Children will develop their understanding of the elements of art and experiment with these themselves. Children will design and create their own space themed art using ideas and techniques from both or one of the featured artists.	Suggested Project: Rainforest art. Pupils can study contrasting artist who use nature in different ways as their focus. Duran is particularly interesting because of his 3D leaf cutting. These could be used as inspiration for a collaborative 3D installation piece incorporating the design and cutting skills of Duran with a rainforest theme.
Enrichment: Pablo Picasso I can research the work of an artist and use their work to replicate a style.						

- I can use images which I have created, scanned and found; altering them to create art.
- I can identify and draw objects and use marks and lines to produce texture.

Year 6	Autumn 1 ART	Autumn 2 DT	Spring 1 DT	Spring 2 ART	Summer 1	Summer 2 DT
Immersive theme of learning including key texts	Rose Blanche (History)	Pig Heart Boy (Science)	Who Let the Gods Out? (History)	Wonder (Science)	Boy 87 (RSE/Geography/Transition project)	
	I wonder how World War 2 shaped Britain and our local area... War inspired artists (Paul Nash, Henry Moore, Alan Moore)	I wonder why my heart keeps beating... Make prototype exercise equipment.	I wonder if Ancient Greeks have impacted my life... Pottery – Emma Bridge	I wonder how plants and animals have changed over time... Self Portraits inspired by Van Gough and M C Esher (sketching)	I wonder why Bradford is a ‘City of Sanctuary’... Watercolour seascapes inspired by Hokusai, Matthew Cusick and Margarethe Vanderpas (linked to Boy 87)	
Experiences	1940’s day: Learning to waltz and role-play as a child-evacuee. Exploring WW2 propaganda Dig for Victory: harvesting vegetables. Designing and testing Anderson shelters		Ancient Greek pottery making. Leeds Galleries and Museums Ancient Greeks into school. Ancient Greek feast.	Hook: Planet of the Apes Debate on the Theory of Evolution. STEM Ambassador fossils visit.		
Character education	Children are encouraged to build on their self-confidence, resilience, self-improvement skills and learn about being reflective. They develop empathy, open-mindedness and express themselves through their own creations. Problem-solving skills are developed using observational skills and children discover which creative process works best for them. They are encouraged to be resourceful, show resilience to tackle new projects, self-manage their learning; deciding how to choose the techniques that get the result they want with the mediums that best fit the purpose. Children are exposed to different viewpoints and how culture has impacted art in the past, helping them to make connections with the world around them. Working collaboratively or individually, children develop their personal style and creativity, revisiting previous skills learned throughout.					
Knowledge taken from the NC	Know about great artists in history.		Know about great architects and designers in history.	Know about great artists in history.		No art project this half term. DT project

						<i>focusing on stage production.</i>
Knowledge bespoke for RSM pupils	Suggested Project: WW2 artists. Suggested artists: Paul Nash Henry Moore Alan Moore	Suggested Project: Textiles anatomy Suggested artists: Damien Hirst (anatomy focus) Sheila Hicks (textiles) Louise Baldwin (textiles)	Develop a knowledge and understanding of the different architectural design elements in Ancient Greece including different types of column.	Suggested Mini Project: Self portraits Suggested artists: Vincent Van Gogh M C Escher	Know about great artists in history.	
Skills taken from the NC	To create sketch books 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 example, pencil, charcoal, paint, clay.	To improve their mastery of art and design techniques including drawing and sculpture.	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials example, pencil, charcoal, paint, clay.	To create sketch books 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 example, pencil, charcoal, paint, clay.	Suggested Project: The power of the sea. Suggested artists: Matthew Cusick (sea artist-collage) Margarethe Vanderpas (sea artist- oil paint)	
Skills bespoke for RSM pupils	Suggested Project: WW2 artists. Children will become familiar with the works of key WW2 artists and their purpose in WW2. Children will develop their drawing skills through still life of appropriate artefacts. Children will experiment with charcoal skills and	Suggested Project: Children will look at the work of Damien Hirst and his sculptures that focus on human anatomy. Children will develop their textiles skills and create a collaborative textiles piece that details the internal human anatomy when put together as a whole piece. Children will develop their understanding of how textiles can be used in different ways through contrasting and comparing artists.	Children will develop their detailed drawing skills using pencil, charcoal and pastels. These drawings will focus on Greek architectural designs and develop skills such as shape and space.	Suggested Mini Project: Self-portraits. Children will look at the work of VVG and his self-portraits including his reasons for creating so many self-portraits. Children will develop their detailed drawing skills in line with year group expectations.	To create sketch books 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 example, pencil, charcoal, paint, clay.	

Enrichment: **Claude Monet**

I know how to experiment with shading and perspective to create form and texture.

I know how to choose appropriate techniques.

I know how to mix colour, shades and tones with confidence, building on previous knowledge.

I know how to refer to artists for inspiration or comparison.

I know how to re-create a well-known piece or an element of the piece.

I know how to use acrylic paints to recap on the techniques previously learned.

I know how to review and revisit my ideas using annotations in my sketchbook.

Progression of specific art skills:

Art and Design - Art, craft and design embody some of the highest forms of human **creativity**. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, ICT software)	I know how to: - hold and use a variety of drawing tools and media to explore mark making. - Investigate different lines	I know how to: - hold and use drawing tools with control. - draw carefully in line with some care. - Explore different lines and thickness - Use an extended variety of drawing tools	I know how to: - make line and shape drawings from observation - Discuss use of shadows, use of light and dark - Record ideas, observations and designs in a visual journal to allow ideas and skills develop - Start to use different grades of pencil	I know how to: - make line and shape drawings from close observation - use initial sketches as a preparation for painting - draw accurate drawings of people, particularly faces. - explore shading - use a sketchbook to plan	I know how to: - draw with scale and proportion - work on a variety of scales - accurate drawings of whole people including proportion and placement - can use a sketchbook to support development over several stages	I know how to: - draw the effect of light - interpret the texture of a surface - identify and begin to use the concept of perspective (making a 3D feel on a flat drawing)	I know how to: - draw the effect of light on objects and people from different directions. - Interpret and create texture of a surface - Produce increasingly accurate drawings - Use the concept of perspective

(found materials, fruit/veg, wood blocks, string, hands, feet etc.)	- Repeat patterns - Print with variety of objects - Create simple collages	- Explore and create patterns using a range of found materials - Experiment with printing and explore the quality and placement of the image. - Repeat patterns	- Explore and create patterns and textures using a range of found materials - Explore and use a range of techniques of printing e.g. pressing, rubbing	- Colour mix through overlapping colour prints - Begin to monoprint - Experiment with printing and improving the quality and placement of the image.	- Explore lines, marks and tones through mono-printing on a range of media - Cut a simple stencil and use this for making printed shapes	- Design and print a more complex pattern following a criteria - Create my own abstract pattern to reflect experiences and expressions - Modify and adapt prints	- Design prints for a purpose e.g wallpaper, wrapping paper, fabrics, book covers - Explore printing techniques used by various artists
Textiles (threads, materials, stitch, weave)	I know how to: - Handle, manipulate, feel and enjoy using materials - Sort materials on their qualities	I know how: - To weave in a simple loom - To sort and select materials on their qualities - Textile create things	I know how to: - begin to use large eyed needles to explore running stitch - overlap and overlay to create effects	I know how to: - cut threads, stitch, sew together and surface decorate - explore other simple stitches	I know how to: - use smaller eyed needles and finer threads - use tie-dye technique - print on fabric	I know how to: - use a wider range of stitches with control - embellish my own work	I know how to: - Work collaboratively to work on a larger scale - Apply knowledge of different techniques to express feelings
Evaluating own work	I know how to: - Talk about what I have produced, describing what they have used and how.	I know how to: - Talk about my own work and explain the technique I have used	I know how to: - Discuss my own work and that of others, expressing thoughts and feelings	I know how to: - Discuss my own work and that of others, expressing thoughts and feelings and using some knowledge of artists and techniques	I know how to: - Discuss my own work and that of others, expressing thoughts and feelings and using knowledge and understanding of artists and techniques	I know how to: - Discuss my own work and that of others, expressing thoughts, feelings and suggestions on how they can be developed further	I know how to: - Discuss my own work and that of others, expressing thoughts, feelings and identify modifications/ changes, and see how they can be developed further
Study of artists	I know how to: - Discuss what I like or dislike about something - use simple words to describe what I can see - discuss similarities and differences about a piece of work	I know how to: - Look at and describe what I can see, think and feel - Compare the work of artists	I know how to: - Look at and describe what I can see, think and feel when looking at different images and artefacts. - Identify different art forms	I know how to: - Begin to explore a range of great artists, architects and designers in history - Begin to suggest reasons for artists intention or meaning of the work	I know how to: - Explore a range of great artists, architects and designers in history - Describe the work of artists, architects and designers - Use the work of other artists/cultures as a stimulus to develop ideas	I know how to: - Compare my own work with that of other artists - Identify the work and techniques of a range of artists, architects and designers - Replicate the work of other artists and use these ideas in my own work	I know how to: - Identify artists who have worked in a similar way to my own work - Use the work and techniques of other artists to develop my own style

Teaching a unit of Art:

Create an idea for a project rather than a one off lesson where children will explore artists, mediums and design, create and evaluate their own final piece. It is important that children learn to use the correct terminology when planning, appraising and evaluating art as well as how to use these elements within their work.

The elements for Primary pupils are as follows:

- Colour- Primary (R/Y/B), Secondary (O/G/P), Tertiary (created by mixing a primary colour and a secondary colour together).

- Pattern- A pattern uses a repeated design or a motif, created using line, shape, or tone. The design can be simple or complex.
- Texture- Texture refers to the surface quality of something, and the way it feels. Actual texture really exists, and you are able to touch it e.g. the texture of different fabrics in a collage. Visual texture is an illusion of texture, created using lines, shapes, colours or tones.
- Line- A line is a mark that is longer than it is wide. A line could be created using materials such as a pencil, pen, or a brush dipped in ink.
- Shape
- Form- Form is a three dimensional shape. It may be a regular shape, such as a cube or pyramid, or an irregular, organic shape. Tone and perspective can be used to bring the illusion of form to 2D work.
- Space- Space is the area around or between objects. Space includes the background, foreground, and middle ground. A space can be negative or positive.

Teaching knowledge: Start by exploring artists linked to the chosen subject, medium or style that you are focusing on in the project. The children should learn about the artist/s, their style, their role in the art world (if a significant artist) and compare them to other artists they have studied. Children will experiment with recreating elements of (not necessary whole pieces) of the artists' work where appropriate. Children should learn about how the artist uses specific skills and techniques which they can then apply in their own pieces.

Teaching skills: this may be learning/developing skills in a specific medium. For example, drawing skills in Y2 are very different to those in Y6, so using the progression of skills document above, teachers should assess, revise and teach skills in line with their year group's expectation. It is essential that children see these skills in practise therefore modelling what is expected and how to use materials and tools effectively to create a desired effect is needed. Using a visualiser is a great way for the whole class to see modelled skills and techniques. Children will need more than one lesson to develop their skills. In KS2 this will be documented through pupils' sketch books.

Design and create: Children should be taught to spend some time of the design process including trying out different elements/mediums that they wish to include in their final piece. In KS2 this will be documented through pupils' sketch books. Children should have the opportunity to revisit a piece of artwork and edit/adapt it. Especially when using paint, it is important that children learn that artists very rarely produce a piece of artwork in one session and that paints can be reapplied and layered to give different effects. Where possible, encourage the use of canvases and high quality paints and resources so that children feel a sense of true 'artistry' in completing a final piece. Galleries of the children's work should be regular throughout the year either virtually or in person where suitable.

Appraisal: In addition to appraising artwork produced by famous artists, it is important for children to appraise their own and their peers' final pieces. This should be done in a constructive way which is a positive experience for all.