



St. Luke's Catholic Primary School Progression of Skills in Art and Design



Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing pencil, wax, chalk, ink, pen, brushes</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>See pink in Year 1 column including continuous provision linked to each topic area. Activities include:</p> <ul style="list-style-type: none"> Drawing (pencil and colour) Junk modelling Role play 	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> Begin to use a variety of drawing tools e.g. finger, stick, pencil, coloured pencil, pastels, chalk, charcoal. Explore different textures and experiment with mark - building on previous experience. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Observe patterns in the natural and man-made world. Ensure sensitivity and visual awareness. Observe anatomy 	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> Use a variety of drawing tools and surfaces. Continue to draw a way of recording experiences and feelings. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Sketch to make quick records of something. Work out ideas through drawing Bright Lights, Big City, Autumn 2, Cycle A The Scented Garden, Summer 1, Cycle B 	<p>To improve mastery of art and design techniques</p> <ul style="list-style-type: none"> As Year 2, plus Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. Encourage close observation of objects in both the natural and man made world. Observe and draw simple shapes. Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it. Make initial sketches as a preparation for painting and other work. Encourage more accurate drawings of 	<p>To improve mastery of art and design techniques</p> <ul style="list-style-type: none"> As Year 3, plus Identify and draw the effect of light (shadows) on a surface, on objects and people. Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement 	<p>To improve mastery of art and design techniques</p> <ul style="list-style-type: none"> Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Produce increasingly accurate drawings of people. Produce increasingly 	<p>To improve mastery of art and design techniques ~(revision)</p> <ul style="list-style-type: none"> Off with her head! Autumn 1, Cycle A Scream Machine, Spring 2, Cycle B Darwin's Delight, Summer, Cycle B ID, Autumn 2, Cycle B

	<ul style="list-style-type: none"> • Painting • Building/construction • Chalk • Collage • Loose parts • Large loose parts (e.g bricks) 	<p>- encourage accurate drawings of people. Sketch objects in both the natural and man-made world.</p> <ul style="list-style-type: none"> • Paws, Claws and Whiskers, Autumn 2, Cycle B • Bright Lights, Big City, Autumn 2, Cycle A • The Scented Garden, Summer 1, Cycle B • Land Ahoy! Spring 1, Cycle A 	<ul style="list-style-type: none"> • Land Ahoy! Spring 1, Cycle A • 	<p>people – particularly faces looking closely at where feature and the detail they have.</p> <ul style="list-style-type: none"> • Tribal Tales, Spring 1, Cycle A • Tremors, Spring 1, Cycle B • Blue Abyss, Autumn 2, Cycle B • <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • Blue Abyss, Autumn 2, Cycle B • 	<p>and visual perceptions)</p> <ul style="list-style-type: none"> • Computer generated drawings. • Drawing from direction • Tribal Tales, Spring 1, Cycle A • Tremors, Spring 1, Cycle B • Blue Abyss, Autumn 2, Cycle B • • Beast Creator, Autumn 2, Cycle A • Peasants, Princes and Pestilence, Autumn 2, Cycle B • Pharaohs, Spring 1, Cycle A • Time Traveller, Summer 2, Cycle B • <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • Blue Abyss, Autumn 2, Cycle B 	<p>detailed preparatory sketches for painting and other work.</p> <ul style="list-style-type: none"> • Introduce the concept of perspective. • Work on a variety of scales and collaboratively. • Independently selects materials and techniques to use to create a specific outcome. • • Beast Creator, Autumn 2, Cycle A • Peasants, Princes and Pestilence, Autumn 2, Cycle B • Pharaohs, Spring 1, Cycle A • Time Traveller, Summer 2, Cycle B • Off with her head! Autumn 1, Cycle A • Scream Machine, Spring 2, Cycle B • Darwins's Delight, Summer, Cycle B 	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • Revolution, Spring 2, Cycle A • Darwins's Delight, Summer, Cycle B • Gallery Rebels, Spring 1, Cycle A •
--	--	---	---	--	--	---	---

					<ul style="list-style-type: none"> • 1066, Spring 2, Cycle A • Playlist, Summer 2, Cycle A • Allotment, Summer 1, Cycle A 	<ul style="list-style-type: none"> • Gallery Rebels, Spring 1, Cycle A • ID, Autumn 2, Cycle B <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • 1066, Spring 2, Cycle A • Playlist, Summer 2, Cycle A • Allotment, Summer 1, Cycle A • Revolution, Spring 2, Cycle A • Darwin's Delight, Summer, Cycle B • 	
<p>Colour pigment – paint, inks, pastels, dyes etc a, Cycle and tools to apply colour – brushes, sponges, straws etc</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology,</p>	<p>Develop a wide range of art and design techniques using colour</p> <ul style="list-style-type: none"> • Ensure they know the names of all the colours. • Begin to introduce mixing of colours to make new colours. • Find collections of colour - different sorts of green, blue, purple etc. Use language to evaluate - light/dark 	<p>Develop a wide range of art and design techniques using colour.</p> <ul style="list-style-type: none"> • Begin to describe colours by objects - 'raspberry pink, sunshine yellow' • Make as many tones of one colour as possible using primary colours and white. • Darken colours without using black 	<p>To improve mastery of art and design techniques</p> <ul style="list-style-type: none"> • Build on KS1- • Extend exploring colour mixing to applying colour mixing. • Make colour wheels to show primary and secondary colours. • Introduce different types of brushes for specific purposes. 	<p>To improve mastery of art and design techniques</p> <ul style="list-style-type: none"> • Make the colours shown on a commercial colour chart. • Mix and match colours to those in a work of art. • Work with one colour against a variety of backgrounds. • Observe colours on hands and faces - mix flesh colours. 	<p>To improve mastery of art and design techniques</p> <ul style="list-style-type: none"> • Controlling and experimenting particular qualities of tone, shades, hue and mood. • Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. 	<p>To improve mastery of art and design techniques</p> <p>(revision)</p> <ul style="list-style-type: none"> • Frozen Kingdom, Autumn2, Cycle B • Gallery Rebels, Spring 1, Cycle A •

	<p>art, music, dance, role-play and stories.</p> <p>See pink in Year 1 column including continuous provision linked to each topic area. Activities include:</p> <ul style="list-style-type: none"> • Drawing (pencil and colour) • Junk modelling • Role play • Painting • Building/construction • Chalk • Collage • Loose parts • Large loose parts (e.g bricks) 	<ul style="list-style-type: none"> • Continues to explore applying colour with a range of tools for enjoyment • The Enchanted Woodland, Summer 2, Cycle A • Bright Lights, Big City, Autumn 2, Cycle A • The Scented Garden, Summer 1, Cycle B • Muck, Mess and Mixtures, Spring 2, Cycle B • 	<ul style="list-style-type: none"> • Mix colours to match those of the natural world – colours that might have a less defined name • Experience using colour on a large scale, A3/A2 playground. • Bright Lights, Big City, Autumn 2, Cycle A • The Scented Garden, Summer 1, Cycle B • Muck, Mess and Mixtures, Spring 2, Cycle B • 	<ul style="list-style-type: none"> • Begin to apply colour using dotting, scratching, splashing to imitate an artist. • Pointillism – control over coloured dots, so tone and shading is evident. • Flow, Spring 2, Cycle A • 	<ul style="list-style-type: none"> • Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. • Use colour to reflect mood (Matisse) • Flow, Spring 2, Cycle A • Allotment, Summer 1, Cycle A • 	<ul style="list-style-type: none"> • Considering colour for purposes • Use colour to express moods and feelings. • Explore the texture of paint – very wet and thin or thick and heavy – add PVA to the paint. • Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. • Consider artists use of colour and application of it (Pollock, Monet, Chagall) • Allotment, Summer 1, Cycle A • Frozen Kingdom, Autumn 2, Cycle B • Gallery Rebels, Spring 1, Cycle A • 	
<p>Texture collage, weaving, threads, fibers, fabrics, surfaces, wood, clay</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they</p>	<p>Develop a wide range of art and design techniques using texture. Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> • Simple paper and/or material 	<p>Develop a wide range of art and design techniques using texture.</p> <ul style="list-style-type: none"> • Build on experiences in Year 1 • Develop skills of overlapping and 	<p>To improve mastery of art and design techniques: texture</p> <ul style="list-style-type: none"> • Build on all previous experiences. • Use smaller eyed needles and finer threads. 	<p>To improve mastery of art and design techniques: texture</p> <ul style="list-style-type: none"> • Build on all previous experiences. • Use a wider variety of stitches to 	<p>To improve mastery of art and design techniques: texture</p> <ul style="list-style-type: none"> • Interpret stories, music, poems and use environment and townscapes as stimuli. 	<p>To improve mastery of art and design techniques: texture</p> <ul style="list-style-type: none"> • Develops experience in embellishing, pooling together experiences in texture to

	<p>have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>See pink in Year 1 column including continuous provision linked to each topic area. Activities include:</p> <ul style="list-style-type: none"> • Drawing (pencil and colour) • Junk modelling • Role play • Painting • Building/construction • Chalk • Collage • Loose parts • Large loose parts (e.g bricks) 	<p>weaving using a card loom.</p> <ul style="list-style-type: none"> • Mix colours and paint strips of paper to weave with. • Add objects to the weaving - buttons, twigs, dried flowers. • Explore colour in weaving. • Build on skills of using various materials to make collages -using some smaller items. • Use texture to provide information - e.g. manmade/natural materials, a 'journey' of where they have been etc. • Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. • Discuss how textiles create things - curtains, clothing, decoration • Paws, Claws and Whiskers, Autumn 2, Cycle B • The Enchanted Woodland, Summer 2, Cycle A 	<p>overlaying to create effects.</p> <ul style="list-style-type: none"> • Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. • Simple appliqué work attaching material shapes to fabric with running stitches. • Start to explore other simple stitches - backstitch, cross-stitch. • Use various collage materials to make a specific picture. • Bright Lights, Big City, Autumn 2, Cycle A • Rio De Vida, Summer 2, Cycle A • Splendid Skies, Autumn 1, Cycle A • Bounce, Summer 2, Cycle A • Muck, Mess and Mixtures, Spring 2, Cycle B • The Scented Garden, Summer 1, Cycle B 	<ul style="list-style-type: none"> • Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. • Awareness of the nature of materials and surfaces - fragile, tough, durable. • Tie dying, batik - ways of colouring or patterning material. • Look at artists Linda Caverley, Ellen Jackson, Alison King • Predator, Autumn 1, Cycle B • Tribal Tales, Spring 1, Cycle A • Blue Abyss, Autumn 2, Cycle B • Misty Mountain, Winding River, Autumn 2, Cycle A 	<p>'draw' with and develop pattern and texture - e.g. zig zag stitch, chain stitch, seeding.</p> <ul style="list-style-type: none"> • Start to place more emphasis on observation and design of textural art. • Use initial sketches to aid work. • Continue experimenting with creating mood, feeling, movement and areas of interest. • Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. • Predator, Autumn 1, Cycle B • Tribal Tales, Spring 1, Cycle A • Blue Abyss, Autumn 2, Cycle B • Misty Mountain, Winding River, Autumn 2, Cycle A • 1066, Spring 2, Cycle A • Road Trip, USA, Spring 2, Cycle B 	<ul style="list-style-type: none"> • Select and use materials to achieve a specific outcome. • Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. • Consider methods of making fabric. • Look at work of other artists using textiles i.e. Molly Williams, Jill Denton, Linda Caverley • 1066, Spring 2, Cycle A • Road Trip, USA, Spring 2, Cycle B • Stargazers, Spring 1, Cycle B • A Child's War, Summer 2, Cycle 1 • Gallery Rebels, Spring 1, Cycle A • ID, Autumn 2, Cycle B 	<p>complete a piece - applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <ul style="list-style-type: none"> • Applies knowledge of different techniques to express feelings. • Use found and constructed materials. • Work collaboratively on a larger scale. • A Child's War, Summer 2, Cycle 1 • Gallery Rebels, Spring 1, Cycle A • ID, Autumn 2, Cycle B
--	---	---	--	--	---	---	---

		<ul style="list-style-type: none"> Bright Lights, Big City, Autumn 2, Cycle A Rio De Vida, Summer 2, Cycle A Splendid Skies, Autumn 1, Cycle A Bounce, Summer 2, Cycle A Muck, Mess and Mixtures, Spring 2, Cycle B The Scented Garden, Summer 1, Cycle B 			<ul style="list-style-type: none"> Stargazers, Spring 1, Cycle B 		
<p>Form 3D experience, rigid and malleable materials</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>See pink in Year 1 column including continuous provision linked to each topic area. Activities include:</p>	<p>Develop a wide range of art and design techniques using shape, form and space. Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> Use both hands and tools to build Construct to represent personal ideas. Use materials to make known objects for a purpose, i.e puppet. Cut shapes using scissors. Carve into media using tools. Pinch and roll coils and slabs using a modeling media. Make simple joins by manipulating modelling 	<p>Develop a wide range of art and design techniques using shape, form and space. Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> Awareness of natural and man made forms and environments Expression of personal experiences and ideas in work Also able to shape and form from direct observation Use a range of decorative techniques: applied, impressed, painted, etc. Use a range of tools for shaping, mark making, etc. 	<p>To improve mastery of art and design techniques: form</p> <ul style="list-style-type: none"> Use the equipment and media with increasing confidence. Shape, form, model and construct from observation and / or imagination with increasing confidence. Plan and develop ideas in sketchbook and make simple choices about media. Have an understanding of different adhesives and methods of construction 	<p>To improve mastery of art and design techniques: form</p> <ul style="list-style-type: none"> Plan and develop ideas in sketchbook and make informed choices about media Experienced surface patterns / textures. Work safely, to organize working area and clear away. Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc) Consider light and shadow, space and size. Investigate, analyse and 	<p>To improve mastery of art and design techniques: form</p> <ul style="list-style-type: none"> Use sketchbook to inform, plan and develop ideas. Shape, form, model and join with confidence. Produce more intricate patterns and textures. Work directly from observation or imagination with confidence. Take into account the properties of media being used. Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, 	<p>To improve mastery of art and design techniques: form</p> <ul style="list-style-type: none"> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings Blood Heart, Autumn 1, Cycle B Gallery Rebels, Spring 1, Cycle A Hola Mexico, Spring 1, Cycle B

	<ul style="list-style-type: none"> • Drawing (pencil and colour) • Junk modelling • Role play • Painting • Building/construction • Chalk • Collage • Loose parts • Large loose parts (e.g bricks) 	<ul style="list-style-type: none"> • material or pasting carefully. • Discussion of weight and texture. • Dinosaur Planet, Autumn 1, Cycle A • Superheroes, Spring 1, Cycle A • Bright Lights, Big City, Autumn 2, Cycle A • Bounce, Summer 2, Cycle A • Muck, Mess and Mixtures, Spring 2, Cycle B • Street Detectives, Summer 2, Cycle A • Wriggle and Crawl, Autumn 1, Cycle B 	<ul style="list-style-type: none"> • Construct from found junk materials. • Replicate patterns and textures in a 3-D form. • Begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy) • Bright Lights, Big City, Autumn 2, Cycle A • Bounce, Summer 2, Cycle A • Muck, Mess and Mixtures, Spring 2, Cycle B • Street Detectives, Summer 2, Cycle A • Wriggle and Crawl, Autumn 1, Cycle 	<ul style="list-style-type: none"> • Begin to have some thought towards size • Simple discussion about aesthetics • Gods and Mortals, Summer 2, Cycle B • Heroes and Villains, Summer 1, Cycle B • Mighty Metals, Summer 1, Cycle B • Scrumdiddlyumptious, Autumn 1, Cycle A • Tremors, Spring 1, Cycle B • Blue Abyss, Autumn 2, Cycle B • I am Warrior, Summer 2, Cycle A • Potions, Spring 2, Cycle B 	<ul style="list-style-type: none"> • interpret natural and manmade forms of construction. • Gods and Mortals, Summer 2, Cycle B • Heroes and Villains, Summer 1, Cycle B • Mighty Metals, Summer 1, Cycle B • Scrumdiddlyumptious, Autumn 1, Cycle A • Tremors, Spring 1, Cycle B • Blue Abyss, Autumn 2, Cycle B • I am Warrior, Summer 2, Cycle A • Potions, Spring 2, Cycle B 	<ul style="list-style-type: none"> • Leach, recycled sculptures from Africa and India, (Giacometti, etc.) • Blood Heart, Autumn 1, Cycle B • Gallery Rebels, Spring 1, Cycle A • Hola Mexico, Spring 1, Cycle B 	
<p>Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc (including photography)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own</p>	<p>Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour. (Klee) • Develop impressed images with some added pencil or decorative detail. 	<p>Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> • Use printmaking as a means of drawing • Create order, symmetry, irregularity • Extends repeating patterns - overlapping, using 	<p>To improve mastery of art and design techniques: printing</p> <ul style="list-style-type: none"> • Use the equipment and media with increasing confidence. • Use relief and impressed printing processes. • Use sketchbook for recording 	<p>To improve mastery of art and design techniques: printing</p> <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns. • Use language appropriate to skill. • Interpret environmental and manmade patterns and form 	<p>To improve mastery of art and design techniques: printing</p> <ul style="list-style-type: none"> • Experienced in combining prints taken from different objects to produce an end piece. • Experiment with ideas, to plan in sketchbook. • Experienced in producing 	<p>To improve mastery of art and design techniques: printing</p> <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief • Recreates a scene remembered, observed or

	<p>ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> <p>See pink in Year 1 column including continuous provision linked to each topic area. Activities include:</p> <ul style="list-style-type: none"> • Drawing (pencil and colour) • Junk modelling • Role play • Painting • Building/construction • Chalk • Collage • Loose parts • Large loose parts (e.g bricks) 	<ul style="list-style-type: none"> • Relief printing - string, card, etc. • Use equipment and media correctly, to produce clean image. • Use appropriate language to describe tools, process, etc. • Wriggle and Crawl, Autumn 1, Cycle B • Land Ahoy! Spring 1, Cycle A 	<p>two contrasting colours etc</p> <ul style="list-style-type: none"> • Still prints with a growing range of objects, including manmade and natural printing tools • Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.) • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. • Wriggle and Crawl, Autumn 1, Cycle B • Land Ahoy! Spring 1, Cycle A 	<p>textures/patterns.</p> <ul style="list-style-type: none"> • Use language appropriate to skill. • Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.) • Explores images through monoprinting on a variety of papers • Explore colour mixing through overlapping colour prints deliberately. • Pointillism 	<ul style="list-style-type: none"> • Discuss the nature of effects able to modify and adapt print as work progresses. • Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc • Traders and Raiders, Summer 1, Cycle B 	<p>pictorial and patterned prints.</p> <ul style="list-style-type: none"> • Designs prints for fabrics, book covers and wallpaper • Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) • Discuss and evaluate own work and that of others. (Morris, labelling, etc.) • Traders and Raiders, Summer 1, Cycle B 	<p>imagined, through collage printing</p> <ul style="list-style-type: none"> • Screen printing • Explore printing techniques using by various artists
<p><u>Artists, architects and designers</u></p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through</p>	<p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • Memory Box, Autumn 2, Cycle B 	<p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines (including Michael Kalish and Pierre Diamantopaulo), and making links to their own work.</p>	<p>Know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • Gods and Mortals, Summer 2, Cycle B • Tremors, Spring 1, Cycle B • Potions, Spring 2, Cycle B 	<p>Know about great artists, architects and designers in history including Anthony Gormley, Paul Klee and Wassily Kandinsky.</p> <ul style="list-style-type: none"> • Gods and Mortals, Summer 2, Cycle B • Tremors, Spring 1, Cycle B • Potions, Spring 2, Cycle B 	<p>Know about great artists, architects and designers in history including Andy Warhole and Salvador Dali.</p> <ul style="list-style-type: none"> • Traders and Raiders, Summer 1, Cycle B • Road Trip, USA, Spring 2, Cycle B • Time Traveller, Summer 2, Cycle B 	<p>Know about great artists, architects and designers in history, building on knowledge from previous year groups.</p> <ul style="list-style-type: none"> • Off with her head! Autumn 1, Cycle A • Gallery Rebels, Spring 1, Cycle A • Revolution, Spring 2, Cycle A

	<p>design and technology, art, music, dance, role-play and stories.</p> <p>See pink in Year 1 column including continuous provision linked to each topic area. Activities include:</p> <ul style="list-style-type: none"> • Drawing (pencil and colour) • Junk modelling • Role play • Painting • Building/construction • Chalk • Collage • Loose parts • Large loose parts (e.g bricks) 	<ul style="list-style-type: none"> • Splendid Skies, Autumn 1, Cycle A • Muck, Mess and Mixtures, Spring 2, Cycle B • Street Detectives, Summer 2, Cycle A 	<ul style="list-style-type: none"> • Memory Box, Autumn 2, Cycle B • Splendid Skies, Autumn 1, Cycle A • Muck, Mess and Mixtures, Spring 2, Cycle B • Street Detectives, Summer 2, Cycle A • 		<ul style="list-style-type: none"> • Traders and Raiders, Summer 1, Cycle B • Road Trip, USA, Spring 2, Cycle B • Time Traveller, Summer 2, Cycle B 	<ul style="list-style-type: none"> • Off with her head! Autumn 1, Cycle A • Gallery Rebels, Spring 1, Cycle A • Revolution, Spring 2, Cycle A 	
--	---	---	--	--	--	--	--

Please note:

- Most detailed coverage is shown in bold
- Mixed-age classes mean that there is a 2 year cycle. Not all children will cover the same topics. Therefore, it is imperative that the objectives are covered in detail for the older year group of the class.

