

Art Progression Map

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Reception Autumn 1 st half term	Children in EYFS must ALWAYS have access to a range of materials to create work in response to their interests and learning topics/journeys. Materials should include (but not be limited to): • Junk modelling materials • A variety of paints • Pens • Pencils • Crayons • Pastels • Chalks • Glue • Sellotape • Masking tape • Fabrics • Range of paper in a variety of sizes • Scissors • Playdough • Pipe cleaners • Artstraws • Embellishments Objects can be set up for children to make observational drawings – such as seasonal flowers, plants, fruits vegetables. Allow children to access mark making materials, paper and clipboards and alternative surfaces (e.g., cardboard boxes, sheets) and building /construction materials) (boxes, planks, blocks) outside the setting for children to create with. <u>Suggested artists linked to areas of learning. -this is a list of suggestions and should be adapted as planning adapts to children's interests.</u> All About Me Self-portraits – look at a arrange of self-portraits created by a variety of artists – talk about how the artists convey a sense of self through use of colour, props, objects. These could include artworks by Picasso, Van Gogh, Frida Kahlo, Chuck Close, (this will also provide an opportunity to talk about emotions and feelings	Children in reception will be learning to: Explore different materials, tools, 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. Use different materials and explore different techniques. Create collaboratively, sharing ideas, resources and skills. Examples of how to support this: Topic children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance, their own ideas. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Group children and ask them to work on their ideas as they like. Reflect with children on their own ideas and their work. Topic children to develop their colour mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance, their own ideas. Provide a range of materials and tools and teach children to use them with care and precision. Provide opportunities, being careful to introduce the appropriate equipment. Group children to work on their ideas in the natural world. Help them to develop their ideas, discuss and make their own work. Discuss children's responses to what they see. Use galleries and museums to generate interest and conversation about art and artists. Watch and talk about dance and performance art, expressing their feelings and responses. Offer opportunities for children to go to a live performance, such as a performance, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.	3 and 4 year olds will be learning to: Explore different materials, tools, 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. Use different materials and explore different techniques. Examples of how to support this: Offer opportunities to explore scale. Suggestions: • to a variety of settings • child size books • different textures to work on e.g., drawing floor, tabletop or wall Listen and understand what children want to create before others' suggestions. Invite artists' materials and encourage them to explore the range of ideas which children can draw on. Suggestions: glue and masking tape for attaching pieces of scrap materials onto old cardboard boxes, tins/tins and rolls, glue guns, papered pots and tins. 3 and 4 year olds will be learning to: Create shapes with continuous lines and begin to use their fingers to represent shapes. Draw with increasing confidence and speed, such as representing a face with a circle and increasing detail. Use drawing to represent ideas like movement or fast action. Draw different emotions in their drawings and feelings, like happiness and sad, but also. Explore colour and colour mixing. Draw different emotions in their drawings – happiness, sadness, but also. Learn with movement elements to make. Respond to what they see, hear, and make their own feelings. Examples of how to support this: Help children to develop their drawing and modelling. Encourage them to develop their own ideas about how to use their fingers to represent shapes. Draw with increasing confidence and speed, such as representing a face with a circle and increasing detail. Encourage children to draw from their imagination and observation. Help children to add details to their drawings for subjects like the body, objects in the scene, and so on. Encourage them to use their fingers to represent shapes. Use drawing to represent ideas like movement or fast action. Draw different emotions in their drawings and feelings, like happiness and sad, but also. Explore colour and colour mixing. Draw different emotions in their drawings – happiness, sadness, but also. Learn with movement elements to make. Respond to what they see, hear, and make their own feelings.	Yr 1 : Rousseau imagery/mark making/colour mixing inspired by Tiger in a Tropical Storm. Yr 2: portraits inspired by Giuseppe Arcimboldo. Yr 3: Cave paintings/Tapies Yr 4: Portraits inspired by Picasso. Yr 5: Mono-printing - exploring colour. Yr 6: South America- The Amazon Studying the artworks of Brazilian artist Tarsila do Amaral. Yr 1: mark making and colour mixing skills from Shahn/Hundertwasser studies. Yr 1: experimenting with texture and composition during Elisabeth Frink inspired sculptures. Yr 2: Linked to Geography focus about the seasons, children will experiment with tie dyeing cloth and experiment with simple weaving simple patterns and

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	of the artists – encouraging the children to engage with and comment on the artwork) Yayoi Kusama			adding additional items i.e. found objects, natural materials etc. Yr 3: Create a collage to depict life in Bronze age Britain. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.
Reception Autumn 2 nd half term	Kandinsky – shapes in art			
Reception Spring 1 st half term	Amazing Animals- Matisse – animals in art Create you own ‘cutouts’ and collages inspired by Henri Matisse’s cutouts.			
Reception Spring 2 nd half term	Spring has Sprung! – observational drawings of flowers inspired by the artwork of Van Gogh’s Sunflowers			
Reception Summer 1 st half term	Oh, I do Like to be Beside the Seaside! – Recycled art			
Reception Summer 2 nd half term	Pirate Adventures – Fernand Leger- art piece ‘Two Cyclists’			

See

All artwork to be recorded in sketchbooks from YR1-YR6

YR – record in Big Book and on Seesaw

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 1 Autumn 1 st half term	Mark making/colour mixing: Linked to their Geography study of the locality, children will create landscapes based on buildings in our locality, Montgomery Primary School, Houses on Redvers/Manor Road, Shops in the precinct, houses/building in or near St. Thomas Park, St Thomas church. – influenced by the artwork of Hundertwasser and Ben Shahn. Children will: - Look at and compare the art works (Drawing of buildings) by Hundertwasser and Shahn - discussing how they are they similar and how are they different. - Share a range of images of buildings/landscapes made by the artists and discuss how the artwork reflects the artists relationships with their locality. - Which do the children prefer? Why? Encourage them to talk about use of colour, line, shape, negative space, mark making. - Go into the locality and photograph and sketch the buildings in the landscape- using these initial photos and sketches the children will gradually progress to create an image (painting in the style of Hundertwasser's landscapes to which they will add colour using paint and then add detail using chalks, crayons, fine liners, pastels...etc. - Before they create a final outcome, the children will explore and experiment with mark making using a range of mediums –recording outcomes directly into sketchbooks. - Explore mixing colours using different types of paint. Firstly, primary colours to get secondary and then explore how to make tones lighter/darker by adding white/black. – record outcomes of colour mixing directly into sketchbooks. - Create a preliminary painting of a final outcome influenced by Hundertwasser's dreamscapes combining their knowledge of mark making using different mediums and colour mixing skills. Skills:	Hundertwasser, Ben Shahn, landscape, mark making, mediums, colour, primary, secondary, line, drawing, thickness, negative spaces, preliminary sketches, paint, form.	EYFS: Building on previous mark making and colour mixing, observational drawing skills.	Yr 1: links to Anatartic collages – patterns, textures created to make an abstract image. Yr 2: portraits inspired by Giuseppe Arcimboldo. Yr 3: Cave paintings/Tapies Yr 4: Portraits inspired by Picasso. Yr 5: Mono-printing -exploring colour. Yr 6: South America- The Amazon Studying the artworks of Brazilian artist Tarsila do Amaral. Yr2: Artist's study of Hepworth and Moore Yr3: Creating a Roman artefact Yr4: Artist's study –Randall-Page Yr 5: Artist's study –Gormley Yr 6: Creating a sculpture based on a chosen artist.

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	- Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. - They explore the concept of light & dark, learning how to create both values and controlling them to make tones. - Pupils learn how to control the pressure of their drawing materials. - Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, fine liners - learning the differences and similarities between these mediums. - Pupils try out new ways of making lines/marks to describe a range of surfaces, textures, and forms. - Draw from imagination & observation. - They know different types of paint and the properties of each such as poster paint, powdered paint, block paint, watercolour. - Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skilfully. - Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. - They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours			
Year 1 Autumn 2 nd half term				
Year 1 Spring 1 st half term	Sculpture: Linked to geography topic of people and communities – Children will create a sculpture using clay and a sculpture using recycled materials of an animal from countries studied during their Geography unit of work. Children will: Learn about Dame Elisabeth Frink and the artwork (animal sculptures) she created. Look closely at her work -do they really look like real animals? What characteristics does she capture of each animal? How do you think she create the forms? What materials does she use?	Elisabeth Frink, sculpture, three-dimensional, design colour, texture, manipulate, malleable, cut, coil, clay, roll.	EYFS: building on skills of selecting appropriate materials, exploring how to join materials and selecting appropriate tools to create work.	Yr2: Artist's study of Hepworth and Moore Yr3: Creating a Roman artefact Yr4: Artist's study –Randall-Page Yr 5: Artist's study –Gormley Yr 6: Creating a sculpture based on a chosen artist.

	• Create a preliminary sketch of their recycled sculpture – considering which materials they would use. • Independently explore how to create a sculpture using recycled materials, through considering which materials to use and experimenting with joining techniques to create a final outcome. • Create a preliminary sketch of their clay sculpture - thinking about characteristics of their animals -e.g -if they are creating a sculpture of a snake – how will it stand -will it be coiled or flat? Will it have scales? - How would they manipulate the clay to show this? • Be guided through how to create a sculpture of an animal by rolling, cutting and coiling clay to create a 3D form. • Discuss their outcomes and reflect on which techniques were successful/unsuccessful, why was this? Which techniques would they use again? Which would they avoid using? Why? <u>Skills:</u> • Sketchbooks are used to practice and explore ideas & techniques. They make records of the world around them, their ideas, and discoveries. • cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms to make things they have designed, invented, or seen. • change the surface of a malleable material • manipulate malleable materials in a variety of ways including rolling and kneading. • use simple 2-D shapes to create a 3-D form. • sort and group materials for different purposes e.g. colour, texture			
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Year 1 Spring 2 nd half term				
Year 1 Summer 1 st half term	<u>Painting/collage/printing -Shapes and colours:</u> Inspired by paintings of the Antarctic the children create collaged back grounds to create a background display for their clay penguins. <u>Children will:</u> - Study paintings of the Antarctic. Talk about the mood of the paintings, why have the artists has chosen to use certain colours, shapes, forms...etc to create a mood/atmosphere. - use a view finder to make sketches of part of one of the paintings, thinking about colour, shape and forms, experimenting with and building on mark making and colour mixing techniques taught during their buildings in the locality topic. - The children will use their sketches to create a collage. Children can create rubbings, paint on different surfaces such as tin foil, experiment with simple mono printing techniques and paint with ice and powder paints to add texture and areas of interest. <u>Skills- children will:</u> - mix and match colours to artefacts, images or objects. - They experiment with mark making, learning to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. - learn different methods of printing such as mono printing, block printing, They will print using simple materials, card, string, foam, textured materials and paper. - make patterns using simple mono printing techniques. Build patterns and recognise pattern in the environment. - They paint patterns & add things to paint to make textures such as sand, grit, salt. - Revisit, build on, experiment and explore colour mixing techniques taught/learnt at the beginning of the year.	Abstract, painting, printing, collage, primary, secondary, colour mixing, hues.	EYFS: Building on previous mark making, collage and colour mixing skills. Yr 1: mark making and colour mixing skills from Shahn/Hundertwasser studies. Yr 1: experimenting with texture and composition during Elisabeth Frink inspired sculptures.	Yr 2: Linked to Geography focus about the seasons, children will experiment with tie dying cloth and experiment with simple weaving simple patterns and adding additional items i.e. found objects, natural materials etc. Yr 3: Create a collage to depict life in Bronze age Britain. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.

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	- create and arrange shapes appropriately to create a final outcome. - Study famous works of art, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work.			
Year 1 Summer 2 nd half term				

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 2 Autumn 1 st half term	Mixed media/textiles/Collage: Linked to Geography focus about the seasons, children will experiment with tie dying cloth and experiment with simple weaving simple patterns and adding additional items i.e., found objects, natural materials etc. Children will: - Study the artwork of local British artist Kurt Jackson. What are the children's opinions about his work? Which aspects do they like about his work, what would they do differently? Think about mark making, use of colour, how does he record what is happening as he creates his work? They will look at how he creates his landscapes outside in all weathers to make a connection between his artwork and the natural world. - Learn how he uses found objects such as plastic bottles, netting, etc. to his artworks. Why do they think he does this? Does it show a connection with the natural environment or our impact upon it? (Link to sustainability) - Go out into the locality to make observational drawings and capture photographs of natural landscapes (Trees on the school field or at St Thomas Park, a view of the river) and collect found objects, e.g., leaves, sticks, pinecones, plastic bottles, grasses, dried flowers, nets -if going to St Thomas Park – maybe liaise with the	Kurt Jackson, landscape, natural, manmade, tone, dark, light, line, pattern, shape, colour, texture, warp, weave, dye, tie dye, mixed media, found objects.	EYFS: Building on previous experience of exploration of materials, making and creating using a range of media. Yr 1: Linking to creating collages as part of their work about Antarctic landscapes	Yr 4: Artist study William Morris –linked to science focus Living Things Yr 5: Layered print on fabric with sewn embellishments, linked to science unit – Out of This World. Inspired by the work of Robert T McCall and/Peter Thorpe. Yr 3: Create a collage to depict life in Bronze age Britain. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.

	garden/allotment so you can collect/use dried grasses/flowers/seed pods or collect these from the school grounds. • Use their preliminary sketches to create a weaving, they will think about colour and use their knowledge of colour mixing to tie dye/ dye fabrics and other mediums such as wool fibres. • They will consider the use of embellishments and adding found objects such as sticks, leaves, netting, plastics (such as bottles/bottle tops) to their work. <u>Skills:</u> • Greater skill & control is evident when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. • Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. • Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. • Learn to use pencils hard and soft, crayons, pastels and chalk, , inks and other materials to create expressive drawings. • Pupils have developed a sense of what they enjoy drawing and have the opportunity to draw these, learning how to improve their style from a range of sources including observation and secondary sources. • Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics, and textured surfaces. • Art is made in a range of experimental craft forms such as weaving, painting onto fabrics,. • Textiles are decorated with more complexity and found materials are used. • Develop colour mixing to make finer variations in secondary colours. • Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art.			
Year 2 Autumn				

2 nd half term				
Year 2 Spring 1 st half term	<u>Drawing/painting:</u> Create a portrait, inspired by Giuseppe Arcimboldo's vegetable/food portraits. <u>Children will:</u> • Learn about the artwork of Giuseppe Arcimboldo • Learn what a self-portrait is and how and why artists create them. • Make observational drawings of food (fruit, vegetables) exploring use of line, tone and colour. • Create self-portraits in the style of Arcimboldo using a range of mediums. <u>Skills - Children will:</u> • Demonstrate greater skill & control when using the formal elements to draw, e.g., using simple lines & geometric shapes to create forms. • Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. • be increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. • investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes • Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as cotton buds, to create expressive drawings. • create tints by adding white and tones by adding black • select and use a range of brushes and understand why they chose them. • Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes, and painting equipment. • learn to paint neatly and carefully, without leaving gaps or messy edges. • Develop colour mixing to make finer variations in secondary colours. • Understand the importance of outlines & paint more sophisticated shapes.	Giuseppe Arcimboldo, portrait, photography, paint, texture, line, tone, light, dark, pattern, shape, secondary colours, tints, tones, scale	EYFS: Building on previous mark making and colour mixing skills. Yr 1: Hundertwasser/Shahn observational drawings/colour mixing skills.	Yr 3: Cave paintings/Tapies Yr 4: Portraits inspired by Picasso. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials. Yr 6: South America- The Amazon Studying the artworks of Brazilian artist Tarsila do Amaral.

	- Sketchbooks are used to practice and explore ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. - Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.			
Year 2 Spring 2 nd half term				
Year 2 Summer 1 st half term	Sculpture: Create a sculpture through carving or building with clay. Children will explore the works of Barbara Hepworth and Henry Moore and learn to create sculptures through carving and manipulating clay. https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth Children will: - Study the artworks of Hepworth and Moore. They will learn that Hepworth was an English artist and sculptor and that her work exemplifies Modernism and in particular modern sculpture. They will learn that Moore was an English artist, who is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art. - Visit the Stretham campus (Exeter University) to take part in a sculpture walk, here the children will get to view works of art by Hepworth and Moore. - Create sketches and photograph artworks, talking about how the artworks make them feel and their thought on the works. Skills- children will - Photograph and draw a range of natural objects. - Cut, form, tear, join and shape a range of materials to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. - Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice. - Create original patterns & make textures. - Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.	Barbara Hepworth, Henry Moore, carve, build, Sculpture, 3D, scale, sketches, patterns, texture, composition.	EYFS: building on skills of selecting appropriate materials, exploring how to join materials and selecting appropriate tools to create work. Yr 1: creating animal sculptures inspired by Elisabeth Frink	Yr 3: Creating a Roman artefact Yr 4: Artist's study –Randall-Page Yr 5: Artist's study –Gormley Yr 6: Creating a sculpture based on a chosen artist.

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	• Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. • learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions. • Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level. • make links between what they have seen and their own creations. • develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise. • find out about the work of similar artists. • Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.			
Year 2 Summer 2 nd half term				

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 3 Autumn 1 st half term	Painting/Collage: Linking to History unit of Lascaux, children will create a painting based on/inspired by the Lascaux cave paintings and the works of local artist Steve McCracken Children will: • learn about the cave art of Lascaux and discuss reason for and the meaning behind these cave paintings. Considering how they were used to communicate.	Lascaux, cave paintings, Steve McCracken, mark making, mediums, sculptural, abstract, found objects, colour, colour mixing, primary, secondary, tertiary, texture, pattern, pigments.	EYFS: Building on previous mark making and colour mixing skills. Yr 1 : Hundertwasser/Shahn Yr 2: portraits inspired by Giuseppe Arcimboldo. EYFS: Building on previous collage, exploration of materials.	Yr 4: Portraits inspired by Picasso. Yr 6: South America- The Amazon Studying the artworks of Brazilian artist Tarsila do Amaral.

	- compare these works to the art of a modern artist McCracken noting similarities between the works -what do the children think about his works? What do they like dislike? Note his use of colour -why does he use this palette? What feeling does it evoke? - Learn that Steve McCracken is a local artist who creates street art using mixed media. children to take part in a workshop with the artist. - Create their own paints using natural pigments to create their background for their final outcomes. Children can use, blackberries, mud, tea leaves to grind up and create paints. - Build a cave using Poddley (borrow from EYFS) or create a cave by placing a sheet over tables. They will then create their own cave paintings- using different mediums including, charcoal, graphite, pastels, the paints they created... - Talks about what they enjoyed or found difficult about this process. - Children will work back into their artwork adding pattern and texture using the paints they created and mediums including graphite, charcoal, sand, gravel... learning and experimenting with how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) - Using McCracken's artwork as inspiration, children will then explore how to create symbols that represent an element of their personality. <u>Skills:</u> - They further practice shading tones with few gaps, that are neat to the edges. - They can more effectively blend shading and can rub out rough edges or refine them. - Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms. - Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need. - Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture)		Yr 2: Linked to Geography focus about the seasons, children will experiment with tie dying cloth and experiment with simple weaving simple patterns and adding additional items i.e., found objects, natural materials etc.	Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.
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	• Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. • They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. • Pupils study how other artists' paint, applying elements of this to their work. • Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. • Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. • Painting with line for expression and to define detail. • Create more complex patterns and textures.			
Year 3 Autumn 2 nd half term				
Year 3 Spring 1 st half term	<u>Mixed media:</u> Creating a Cyanotype using found objects, linking to science topic of dark and light. Link to Man Ray's pictograms or rayographs. <u>Children will:</u> • Find out about photographic processes and how negatives work using light and shadow to create an image. Children will use their understanding of light and dark covered in their science unit to support this knowledge. • • create prints using found objects to explore the idea of negative and positive space helping them to create a design for their cyanotype. • Create a cyanotype and find out about the processes involved in creating a cyanotype. <u>Skills – children will:</u> • Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. • experiment with a range of different textural effects collage	Photography, cyanotypes, negatives, monoprinting, texture, pattern, shape, abstract.	EYFS: Building on previous mark making, collage and printing skills. Yr 1: links to Anatartic collages – patterns, textures created to make an abstract image. Yr 2: <u>Linked</u> to Geography focus about the seasons, children will experiment with tie dying cloth and experiment with simple weaving simple patterns and adding additional items i.e., found objects, natural materials etc.	Yr4: William Morris – printmaking using press print. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials. YR 6: Andy Warhol – Printing using a silk screen.

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	- gain experience in using collage as an art form. - Experiment with techniques such as tearing, overlapping and layering objects to create images and represent textures - Create more complex patterns and textures. - use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. - use sketches to produce a final piece of art. - Learn that sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. - They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. - verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions. - Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. use evaluation to understand what they need to do to improve and that all artists do this.			
Year 3 Spring 2 nd half term				
Year 3 Summer 1 st half term	Sculpture: Linking to Romans topic, create mosaic using clay/plaster of Paris and found objects. Children will: - visit RAAM or have a visit from RAAM exploring Roman artefacts/mosaics. - Take photographs of and create observational drawings of artefacts to inform their ideas, exploring mosaics noting use of pattern, colour, design. - understand how materials were manipulated to create artefacts/mosaics. - Children will create a mosaic, using plaster of Paris, found/recycled objects. - learn to manipulate media to create a final outcome.	Artefacts, mosaic, tile, design, colour, pattern, Plaster of Paris, found objects, mixed media.	EYFS: building on skills of selecting appropriate materials, exploring how to join materials and selecting appropriate tools to create work. Yr 1: creating animal sculptures inspired by Elisabeth Frink Yr 2: Artist's study of Hepworth and Moore	Yr 4: Artist's study –Randall-Page Yr 5: Artist's study –Gormley Yr 6: Creating a portrait with a sculptural element based on a chosen artist.

	- Learn how to choose appropriate colours and textures to create a mosaic. <u>Skills –children will:</u> - plan, design and make models from observation and imagination, experimenting with manipulating malleable materials. - Record experiences such as trips and experiences or to describe sequences of events. Describe, copy, and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken) - use a variety of tools, plaster of Paris, moulds...etc - use embellishments (found objects) in the enhancement of their work - use materials and tools on a range of different surfaces to create a mosaic. - Pupils gain experience in using collage as an art form, they might explore crafts such as modelling. - design and make Forms, using card, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. - Create more complex patterns and textures - Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). - Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. use evaluation to understand what they need to do to improve and that all artists do this.			
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Year 3 Summer 2 nd half term				
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 4 Autumn 1 st half term	Textiles/printmaking Inspired by William Morris, children to create a mixed media piece of textile art using a combination of print, applique and embellishment. Looking at flowers, insects and birds for inspiration -Linked to science unit – living things. Children will: - learn that William Morris was a British artist and textile designer whose work was prolific during the Victorian period. They will discuss his artwork and how he created art linked to the natural world. What elements of his work do the children enjoy? What do they dislike? Why? Note the use of colour and repetitive pattern in his work. - Go out into the school grounds or visit St. Thomas Park to photograph and make observational drawings of seasonal flowers, minibeasts and birds. Explain that these initial drawings and photographs are going to support the children to create their own piece of textile art inspired by William Morris. - Using images of British birds and fresh seasonal flowers and fruits for reference -children to explore colour mixing and consider the colours they will use in their final composition. (This could be done as part of a carousel whilst others are creating their Styrofoam printing plate). - Children will then create a repeating Styrofoam print on to fabric. They will choose an area/part of their print to embellish with embroidery techniques, including sewing and applique. Skills: - Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order.	William Morris, textile artist, repeating pattern, colour, line, mono printing, block printing, press print, texture, colour mixing, primary, secondary, tertiary, ink, roller, burnish.	EYFS: Building on previous experience of exploration of materials, making and creating using a range of media. Yr 3: Cyanotypes – creating monoprints to develop understanding of negative and positive spaces.	Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials. YR 6: Andy Warhol – Printing using a silk screen.

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	• Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. • Practice drawing quick, light lines (sketching) & more deliberate, measured lines. • Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape. • Describe, copy and imagine other places, cultures and peoples past and present. • Draw things they can see and (from nature, their environment, still life or photos they have taken) • Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting. • Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. • Design and make art for different purposes. • Pupils use printing mono printing -relief printing or by etching into press print to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. • Print on a range of surfaces including fabric, card, paper...etc			
Year 4 Autumn 2 nd half term				
Year 4 Spring 1 st half term	<u>Drawing/painting:</u> Children will create a portrait in the style of Pablo Picasso. https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso <u>Children will:</u> • learn that Picasso was one of the most influential artists of the 20th century. That he explored and helped to create/shape many styles of art. They will major art works created by Picasso during his career through studying his artworks at different periods of his career. (Blue period, Rose Period, Cubism...etc.) • compare works created by Picasso in his early career to his later career. What do they notice? Which do they prefer? • create self-portraits, through drawing preliminary sketches, children will explore composition, colour and form, these will help children create a final painting influenced by Picasso's artwork.	Picasso, photograph, effects, self-portrait/self portrait, mark-make, line, texture, colour, shade, shape, colour mixing, tertiary colours, sketches, paintings, figure, forms.	EYFS: Building on previous mark making and colour mixing skills. Yr 1 : Hundertwasser/Shahn Yr 2: portraits inspired by Giuseppe Arcimboldo. Yr 3: Cave paintings/McCracken	Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials. Yr 6: South America- The Amazon Studying the artworks of Brazilian artist Tarsila do Amaral.

	<u>Skills – children will:</u> • Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing: Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) • Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape • draw for a sustained period of time at an appropriate level, showing focus and attention to detail. • Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken) • Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties. • use more specific colour language and start to understand how to experiment with colour mixing into tertiary colours • begin to show facial expressions and body language in sketches and paintings. • I use line, tone, shape and colour to represent figure and forms. • Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting. • how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists. • develop awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. • Use line with greater confidence to highlight form and shape.			
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	• Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. • Use sketchbooks to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space. • might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. • Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). • Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Use evaluation to understand what they need to improve and that all artists do this.			
Year 4 Spring 2 nd half term				
Year 4 Summer 1 st half term	Sculpture: Create a sculpture inspired by the work of Peter Randall-Page Children will: • Understand that Randall-Page is a British Sculptor who creates art works inspired by nature and forms found in nature. • Children will visit the RAAM to view his work 'Wing' they will discuss their thoughts about the artwork and photograph/ make sketches of the artwork to inform their practice. • Photograph, make sketches and maquettes based on natural forms to inform their final outcomes.	Peter Randall-Page, sculpture, clay, photograph, preliminary work, patterns, texture, imprint, tools, sculpting, structure, wire frame, embellishments, three dimensions, join, construct, textures, malleable, enhancements.	EYFS: building on skills of selecting appropriate materials, exploring how to join materials and selecting appropriate tools to create work. Yr 1: creating animal sculptures inspired by Elisabeth Frink Yr 2: Artist's study of Hepworth and Moore Yr 3: Creating a Mosaic	Yr 5: Artist's study –Gormley Yr 6: Creating a sculpture based on a chosen artist.

	- Will experiment with scale and explore how to manipulate clay to create a final outcome. <u>Skills –children will:</u> - plan, design and make models from observation and imagination, experimenting with manipulating malleable materials. - Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. - Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks. - Draw things they can see and (from nature, their environment, still life or photos they have taken) - Develop paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. - begin to show an awareness of objects having a third dimension and show this in the planning of any 3-D work. - Design and make Forms in 3 dimensions, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. - join clay adequately and construct a simple base for extending and modelling other shapes. - Use line with greater confidence to highlight form and shape. - Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. - create surface patterns and textures in a malleable material to present my desired effect. - show an understanding of what materials would be suitable for projects to produce 3-D work. - build models with wire stick frames inside. - Use sketchbooks to practice and try out ideas & techniques. They make records of the world around them, their ideas,			
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	thoughts, feelings and discoveries.so their sketchbook becomes a very personal space. • They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. • Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses. • Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements). • Use evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Use evaluation to understand what they need to improve and that all artists do this.			
Year 4 Summer 2 nd half term				

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 5 Autumn 1 st half term	Printmaking/Mixed Media: Children will work with an artist to explore a range of printing techniques to create a mono print using found objects/mixed media <i>Linking to science unit -'Materials'.</i> <u>Children will:</u>	Printmaking, monoprint, found objects, , composition, , shape, pattern, printing, Printing press, plate, roller, ink, burnish, layer, marks, lines, mood, feeling, express, collage, enhance, poster, typeface, font, exhibition.	EYFS: Building on previous collage, exploration of materials and colour mixing skills. Yr 2: <u>Linked to Geography</u> focus about the seasons, children will experiment with tie dying cloth	Yr 6 – link to Andy Warhol – printmaking unit of work.

	Explain to the children that they are going to create a mono print that will be used to create a poster promoting recycling/sustainable use of materials. (Reduce, reuse, recycle) in our community. Children to look at poster and slogans used to raise awareness of this issue, i.e., 'Leave nothing but footprints', 'Reduce, reuse, recycle', 'There is no planet B', Let's find a solution to plastic pollution' ..etc.. Learn what a mono print is and how they are created. https://www.tate.org.uk/art/art-terms/m/monoprint. Note use of colour, patterns used, and use of materials used to create image. Children will discuss the work of the artists -what do they enjoys about these images? What do they dislike? If they were to create a mono print, what would they use? Why? What colour pallet would they use? why? How would they create their composition? Think about creating a piece of work that will grab the viewer's attention! Children to explore creating basic monoprints using a range of found (recycled materials) - this could include bottles, boxes, old toys (lego, duplo) cotton reels, shoes/flip flops (soles), fruits and vegetables (apple, potato prints), flowers, leaves..etc. Children to create with a range of paints, printing on different surfaces – what was successful? Why/why not? - Children to create artwork with Simon Ripley from the Double Elephant Print Workshop, using a range of recycled materials. Exploring how to create a plate and use a press print to make mono prints. - Children to invite parents into an exhibition to view their artwork where they can talk about how they created their artwork, sustainability in the community and our role in making changes that will have a positive environmental impact. <u>Skills:</u> - Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. - Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). - At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. - Pupils learn how to represent form with increasing sophistication, learning that darker		and experiment with simple weaving simple patterns and adding additional items i.e., found objects, natural materials etc. Yr3: Links to Photography topic, printing to establish ideas of creating a negative, looking at light and dark. Yr 4: Artist study William Morris – linked to science focus Living Things	
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	and lighter colours can be added to create tints and shades instead of black and white. • Uses line or shape to create original compositions. • Uses pattern & texture for purposeful effect. • They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. • They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. • Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.			
Year 5 Autumn 2 nd half term				
Year 5 Spring 1 st half term	Textiles: Layered print on fabric with sewn embellishments, linked to science unit – out of this world. Inspired by the work of Robert T McCall and/Peter Thorpe Children will: • Study the art works of McCall and Thorpe, comparing the art works and commenting on aspect such as use of colour, scale and composition. • Create preliminary sketches and drawings to ascertain ideas and compositional ideas for their final outcomes. • Experiment with creating a printed background through over printing. • Explore sewing techniques and experiment with adding simple embellishments. Skills – children will: • draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. • Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering	Landscape, preliminary sketches, line, tone, light, shade, paint, mix, primary, secondary, tertiary, tints, pattern, multimedia, sewing, stitching, applique, embellish, beading , texture, fabrics.	EYFS: Building on previous experience of exploration of materials, making and creating using a range of media. Yr1: linked to Geography, focus on Antarctic -Experimenting with creating a mixed media collage. Yr 2: Linked to Geography focus about the seasons, experimenting with tie dying cloth and using with simple weaving, patterns and adding additional items i.e. found objects, natural materials etc. Yr3: Creating a mixed media art work – linked to cave art ad workshop with Steve McCracken.	Yr 6: South America- The Amazon Studying the artworks of Brazilian artist Tarsila do Amaral.

	more deliberate marks. Awareness of various mark making techniques for purpose & intention. - Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. - Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style. - know about different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc. - develop their ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose. - use line or shape to create original compositions. - use pattern & texture for purposeful effect. - Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc. - plan sewing and the desired textures through use of sketches, colouring and drawn pattern making. - paint on fabric, use sewing skills from last year and create a layered image. - add texture through sewing, applique and cut work, on layers of fabrics. - Use embellishments to add texture and effect, use fabrics and textured yarns in their work to enhance the effects. - Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.			
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	- Take risks when trying out materials, investigate and explore the properties of materials. - Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. - Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this. Study significant works of art using the following method: <i>Content</i> – Describe the art. Social, historical factors affect the work. <i>Process</i> – When & how made? What materials & techniques are used? <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. <i>Mood</i> – what emotions does the work convey? - Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.			
Year 5 Spring 2 nd half term				
Year 5 Summer 1 st half term	<u>Sculpture:</u> Make a sculpture inspired by the works of Antony Gormley. Children will: - learn that Antony Gormley is a British Artist who creates sculpture of the human form in space. - They will learn about his notable works, Field, Havmann, Another place, Quantum Cloud, The Angel of the North, Exposure, Stay. Children will discuss: the feelings evoked by the artworks, which artwork they prefer, materials used. Study significant works of art using the following method: <i>Content</i> – Describe the art. Social, historical factors affect the work.	Anthony Gormley, Sculpture, life drawing, 3D, maquettes, shape, form, structure, wire models, armature, papier mache, modelling, construct, clay, cutting, relief.	EYFS: building on skills of selecting appropriate materials, exploring how to join materials and selecting appropriate tools to create work. Yr 1: creating animal sculptures inspired by Elisabeth Frink Yr 2: Artists study of Hepworth and Moore Yr 3: Creating a Roman artefact Yr 4: Artists study –Randall-Page	Yr 6: Creating a sculpture based on a chosen artist/artwork.

	• <i>Process</i> – When & how made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? • Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work. <u>Skills -Children will:</u> • Develop their understanding of objects having a third dimension and show this in their planning of any 3-D work. • design and make more complex Forms in 3 dimensions, using a range of modelling materials, understanding how to finish work to a good standard. • follow with a plan from briefing to completion using their knowledge of shape, form, model and construction, using their imagination. This includes the selection and process of materials and methods to ensure the project is completed. • plan a sculpture through drawing and other preparatory work i.e., making maquettes. • Develop awareness of various mark making techniques for purpose & intention. • draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. • Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. • have developed skills in using clay, cutting, relief details and fixing. • create wire models. • explore how to use a range of mediums such as, papier mâché, Modroc, recycled materials, explore how to use a range of techniques such as wrapping, taping, joining to manipulate materials. • Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their			
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	own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space. • Take risks when trying out materials, investigate and explore the properties of materials. • Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. • Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.			
Year 5 Summer 2 nd half term				

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 6 Autumn 1 st half term	Drawing and Painting: <i>Linking to Geography study.</i> Children will research and create an artwork depicting an animal from the Amazon. Pupils will understand the ways in which the Amazon Rainforest is valuable and explore how they can play a role in protecting the environment. Children will: • Study the artworks of Brazilian artist Tarsila do Amaral. • Learn that Tarsila do Amaral is considered one of the leading Latin American modernist artists, considered a major influence in the modern art movement in Brazil.	Tarsila do Amaral, landscape, observational drawings, patterns, scale, mark making, shading, cross hatching, line, texture, shape, tonal contrast, mediums, mixed media, perspective, colour mixing, primary, secondary, tertiary, tint, shade, light, dark.	EYFS: Building on previous mark making and colour mixing skills. Yr 1 :Hundertwasser/Shahn Yr 2: portraits inspired by Giuseppe Arcimboldo. Yr 4: Portraits inspired by Picasso. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.	Art and design programmes of study: key stage 3 National curriculum in England Purpose of study 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

	- What do the children enjoy about her artwork? What do they dislike? They will evaluate her work and discuss and consider the mood evoked by her artworks, her use of composition, form, colour, shape. - Children will visit a local zoo or receive a visit from a travelling zoo. They will then make sketches of and photograph exotic animals. - The children will then use these preliminary sketches and photographs to draw an animal in their own style, setting it in a background inspired by Tarsila do Amaral's artwork. - Children to create an exhibition and invite parents in to view work, talking about the global impact of issues raised during this topic. <u>Skills:</u> - Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. - Learn how to describe form from several different light sources. - Know and apply very basic one-point perspective. - Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). - They have greater choice over what materials they should use, working to own strengths and personal tastes. - Learn styles of drawing & how it is used; 1. graphic (<i>cartoon, graffiti, fashion etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials. - Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. - Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. - They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.			reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. <u>Aims</u> The national curriculum for art and design aims to ensure that all pupils: - produce creative work, exploring their ideas and recording their experiences. - become proficient in drawing, painting, sculpture and other art, craft and design techniques. - evaluate and analyse creative works using the language of art, craft and design. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <u>Attainment targets</u> By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. <u>Subject content Key stage 3</u> Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. - to use a range of techniques and media, including painting.
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	• Paints from observation, describing different surfaces and textures forms using tone, line, texture, and colour to express mood and feeling. • Pupils should be introduced to a range of different artists' work and painting styles. They are more confident at articulating which styles they prefer and why they like them. • Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. • They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. • When painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. • Uses line with confidence to represent own ideas and compositions. • Understands how to apply pattern and texture with confidence to decorate or embellish paintings. • Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. Study significant works of art using the following method: • <i>Content</i> – Describe the art. What social, historical factors affect the work? • <i>Process</i> – When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work. • Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. • Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes.			• to increase their proficiency in the handling of different materials. • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
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ART

	Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space.			
Year 6 Autumn 2 nd half term				
Year 6 Spring 1 st half term	Collage and print: Create a mixed media paint, print collage based on Andy Warhol portraits, pupils will study, experiment with screen printing and block printing, they will explore making portraits with batik and mixed media to finally create a self-portrait in a multimedia style of their choosing, they will explain their methodology and choices. Children will: - Learn about Andy Warhol's and understand that he was a key figure in the visual art movement known as Pop art. - Will find learn about key works by Warhol and how they explore the relationships between artistic expression, advertising, commercialism and celebrity culture. (i.e. the use of a silk screen printing to enable the artist to create multiple images). - Learn about other pop artists and compare artworks. Skills – children will: - Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. - Pupils work in a range of media with increasing confidence. They have greater choice over what materials they should use, working to own strengths and personal tastes. - Learn styles of drawing & how it is used; 1. graphic (<i>cartoon, graffiti, fashion etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials. - That colours should be selected with care and sensitivity to convey feeling and ideas. At this stage they should confidently be	Andy Warhol, Pop art, portraits, screen print, silk screen, squeegee, ink, stencil, block print, mono print, multimedia, collage, textures, effects, surface, layer, contrast.	EYFS: Building on previous mark making, collage and colour mixing skills. Yr 2: Linked to Geography focus about the seasons, children will experiment with tie dying cloth and experiment with simple weaving simple patterns and adding additional items i.e. found objects, natural materials etc. Yr3: Links to Photography topic, printing to establish ideas of creating a negative, looking at light and dark. Yr 4: Artist study William Morris – linked to science focus Living Things Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.	Art and design programmes of study: key stage 3 National curriculum in England Purpose of study 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. Aims The national curriculum for art and design aims to ensure that all pupils: - produce creative work, exploring their ideas and recording their experiences. - become proficient in drawing, painting, sculpture and other art, craft and design techniques. - evaluate and analyse creative works using the language of art, craft and design. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Attainment targets

	able to select these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. • Use line with confidence to represent own ideas and compositions. • Understand how to apply pattern and texture with confidence to decorate or embellish paintings. • Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. They use more complex printing blocks with mathematical and visual precision. • experiment with screen prints and layered effects in their artwork. • experiment with a range of media to overlap and later creating interesting colours. • be able to work on different surfaces to create textures and effects and in different scales. • develop their own work & style using tonal contrasts & mixed media. • Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design for example. • To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries. • use images which I have created, scanned and found; altering them where necessary to create art. • Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. • Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. • Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. • Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. Study significant works of art using the following method: • <i>Content</i> – Describe the art. What social, historical factors affect the work?			By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. <u>Subject content Key stage 3</u> Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. • to use a range of techniques and media, including painting. • to increase their proficiency in the handling of different materials. • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
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ART

	• <i>Process</i> – When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.			
Year 6 Spring 2 nd half term				
Year 6 Summer 1 st half term	Mixed media: Children will create a self portrait inspired by an artist of their choice. Children will study the art works, discussing differences between the works, styles used, use of colour, paint, mediums. They will understand that although the works are all very different, they are portraits that ultimately tell us something about the sitter. Children can include a sculptural element to their portrait. Children will look at portraits by a range of artists including (but not limited to): Frida Kahlo Vincent Van Gogh Pablo Picasso Edvard Munch Leonardo Da Vinci (Mona Lisa) Chuck Close Egon Schiele - Self-Portrait with Physalis, 1912 M. C. Escher - Hand with Reflecting Sphere, 1935 Children will: • research famous portraits and discover that a portrait can be created in many different ways – it may not even resemble the sitter – yet a portrait tells us something about them. • Select an artist whose art resonates with them. collecting and presenting, information on the artist, the story of the paintings and the techniques used.	Portrait, Artist study, design, mixed media, , shape, sculpt, sculpture, tools, cutting, relief, fixings, materials, paint, layer, print, tonal contrast, weave, embellish, pattern, texture, exhibit, exhibition, expressive, emotive.	This project has the potential to use a range of skills the children have built up and developed during their art learning journey. EYFS: Building on previous experience of exploration of materials, making and creating using a range of media. Yr1: linked to Geography, focus on Antarctic -Experimenting with creating a mixed media collage. Yr 2: Linked to Geography focus about the seasons, experimenting with tie dying cloth and using with simple weaving, patterns and adding additional items i.e. found objects, natural materials etc. Yr3: Creating a mixed media art work – linked to cave art ad workshop with Steve McCracken. Yr3: Links to Photography topic, printing to establish ideas of	Art and design programmes of study: key stage 3 National curriculum in England Purpose of study 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. Aims The national curriculum for art and design aims to ensure that all pupils: • produce creative work, exploring their ideas and recording their experiences. • become proficient in drawing, painting, sculpture and other art, craft and design techniques. • evaluate and analyse creative works using the

	- Will create a 3d interpretation of a self-portrait influenced by their chosen artist. - Develop their ideas further through creating maquettes to explore and develop shape, form and construction, they will use this knowledge to sculpt their portrait from clay. They will create a mixed media scene to display their portrait. <u>Skills –children will:</u> - Draw with increasing confidence developing their own personal style. They know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Know and apply very basic one-point perspective. - Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. - can produce intricate patterns and textures in a malleable media. - Learn styles of drawing & how it is used; 1. graphic (<i>cartoon, graffiti, fashion etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials. - That colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. - That they can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. - That when painting 3D models and forms, they should be aware of the need to prepare the surface for paint & apply paint carefully, thinking about effects & detail. - Use line with confidence to represent own ideas and compositions. - Understand how to apply pattern and texture with confidence to decorate or embellish paintings.		creating a negative, looking at light and dark. Yr 4: Portraits inspired by Picasso. Yr 5: Creating a mixed media image using mono printing techniques –linking to science unit of materials.	language of art, craft and design. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <u>Attainment targets</u> By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. <u>Subject content Key stage 3</u> Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. - to use a range of techniques and media, including painting. - to increase their proficiency in the handling of different materials. - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
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	• be able to select and experiment with a variety of tools and materials to create their final outcome. • follow with a plan from briefing to completion using knowledge of shape, form, model and construction, using imagination. This includes the selection and process of materials and methods to ensure the project is completed. • design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. • show they have developed skills in using modelling materials such as clay, cutting, relief details and fixing. • To solve design problems, to invent, create or imagine and see clear links to how this works in the creative industries. • use images which they have created, scanned and found; altering them where necessary to create art. • Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. • Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. • Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal space. • Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media. • Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in. Study significant works of art using the following method: • <i>Content</i> – Describe the art. What social, historical factors affect the work? • <i>Process</i> – When & how was the work made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. • <i>Mood</i> – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.			
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ART

	• They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. • Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.			
Year 6 Summer 2 nd half term				