

Art and Design at Spring Bank Primary School

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Art and Design at Spring Bank Primary School

At Spring Bank Primary School, we value art and design as an important part of the children's entitlement to a broad and balanced curriculum. Our children will be taught art and design in a way that ensures progression of skills, following a sequence that builds on previous learning. Our children will gain experience and skills of a wide range of formal elements of art- line, tone, colour, texture, shape, and form - in a way that will enhance their learning opportunities, enabling them to use their art and design across a range of subjects to be creative and solve problems, ensuring they make progress.

Art and design provides children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Children will become proficient in a variety of techniques including drawing, painting, sculpture as well as other selected craft skills e.g., collage, printing, weaving and patterns.

Art and design teaching at Spring Bank will instil an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences which allows them to communicate what they see, think and feel through the use of colour, texture, form and pattern. Skills will be carefully developed to ensure these skills are built on each year, to allow children to progress successfully.

Art and design will be used as a way of allowing children to develop and promote:

- Emotional expression to further enhance their personal, social and emotional development.
- Careful observation and an appreciation of the world around us.
- Exploration of the impact art has and continues to have on life and culture across the world.

Children's interest and curiosity about art and design will be actively developed alongside their ability to question.

Children will be given:

- Opportunities to demonstrate their skills in a variety of ways.
- Opportunities to think more critically about their work.
- Opportunities to evaluate and assess their own outcomes

Children will be taught how art and design has been shaped by and reflects:

- Global history
- Cultural diversity

The curriculum will be enhanced by the addition of artists visiting school to work with children, as well as trips out to experience art and design first-hand in art galleries, museums and the sculpture park, so allowing children to understand the possibilities art offers them as a potential future career.

Overview of Units

Overview of elements covered within in each year group				
Year	Colour Theory	Printing	3D/Sculpture	Textiles
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

The curriculum is designed to cover all elements within each phase: Reception, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

The Long Term plan has been designed on the basis that Art and Design is taught in one half term within each of the Autumn, Spring and Summer Terms, with Design Technology being taught in the other.

This is in line with recommendations by the Design Technology and Art Associations.

Some additional elements within the progression may be covered within links to other areas of the curriculum, particularly in Key Stage 1, but not exclusively.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self portraits Use a range of media to explore Autumn crafts – printing leaves, collage owls. Superhero masks	Firework pictures, Christmas decorations, Christmas cards, divas Using mixed media Junk Modelling – transport/rockets thinking about form and function.	Pattern (tigers), Henri Rousseau’s Tiger. Printing (vegetables)/salt dough – food Making lanterns, Chinese writing, puppet making, learning chinses songs. Make African instruments	Media – Collage and mixed materials (farm animals) Mother’s Day cards/Easter cards, patterns on Easter eggs.	Media – mixed materials (swords, crowns) Castle models	Make minibeasts out of clay/junk materials Seaside crafts – paper plate jellyfish, Rainbow Fish collages, sand pictures Colour mixing – water pictures
Developing ideas Look and talk about what they have produced, describing simple techniques and media used.						
Year 1	Drawing: Who am I? Portraits Suggested Artist Link: Van Gogh Picasso		Colour Theory: Mixing Magic Mixing colours Suggested Artist Link: Kandinsky			Textures: Animals Weaving Suggested Artist Link: Anni Albers
Year 1 Sketch Books Start to record simple media. Experiment with a wide variety of media.						

Year 2		<p>Colour Theory: Hot stuff! Warm colours – Types of paint. Primary colours plus white and black.</p> <p>Suggested Artist Link: Various – examples from various artists that use warm colours.</p>		<p>Printing: Feathered Friends Feather study Suggested Artist Link:</p> <p>Sketch Book: Collect textures and patterns to inform work.</p>	<p>3D Modelling/Sculpture: Aboriginal art/ Clay rainforest animals Suggested Artist Link: Emily Kame Kngwarreye Sketch Book: Collect textures, form and patterns to inform work.</p>	
<p>Year 2 Sketch Books</p> <p>Use a sketchbook to plan and develop simple ideas • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work.</p>						
Year 3	<p>Painting: Curious Caves. Cave painting Suggested Artist Link: Keith Haring Cave paintings from around the world.</p>			<p>Painting: Marvellous Miro! Suggested Artist Link: Miro</p>	<p>Collage: Roman Relics. Mosaics Suggested Artist Link: Roman Isaiah Zagar Jim Bachor</p>	
<p>Year 3 Sketch Books</p> <p>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • Identify interesting aspects of objects as a starting point for work. • Use a sketch book to express feelings about a subject • Make notes in a sketch book about techniques used by artists • Annotate ideas for improving their work through keeping</p>						
Year 4	<p>Printing: Walk the line. Lines – circuit boards Suggested Artist Link: Harry Beck</p>			<p>Textures: Flora, Fauna and Felt Textiles felt making leaves and flowers.</p>	<p>3D Modelling/Sculpture: Eye Spy! Dragon’s Eyes clay Suggested Artist Link:</p>	

	Eduardo Paolozzi			Suggested Artist Link: Frida Kahlo	Tell Me A Dragon by Jackie Morris.	
Year 4 Sketch Books						
Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Express likes and dislikes through annotations • Use a sketch book to adapt and improve original ideas • Keep notes to indicate their intentions/purpose of a piece of work						
Year 5	Drawing/Painting: Vanishing Point Perspective paintings How do artists show perspective? Suggested Artist Link: Leonardo De Vinci		Textiles: Islamic Art Islamic geometric patterns Suggested Artist Link: Molly Williams, Jill Denton, Linda Caverley		3D modelling/Sculpture: Egypt – Canopic jars brought up to date: reflecting yourself in work. Suggested Artist Link: Anthony Gormley Hepworth	
Year 5 Sketch Books						
• Use sketchbooks to plan. • Keep notes which consider how a piece of work may be developed further • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explain why.						
Year 6	Mixed media: Poptastic! Pop art Suggested Artist Link: Andy Warhol Burmantoft Tiles		Printing: America's Animals Print native American animals Suggested Artist Link: Bill Reid			Painting: Luscious Landscapes Landscapes Outcomes based on the children's own decision. Suggested Artist Link: David Hockney
Year 6 Sketch Books						
Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. • Use the sketch book to plan how to print. • Annotate work						

Art and Design Age Related Expectations

This document lays out an overview of the art and design which is taught across school from Reception to Year 6. This include the EYFS statutory framework for Expressive Arts and Design as well as the programmes of study from the National Curriculum that must be taught in KS1 and KS2. The programmes of study have been broken down into key knowledge, to support the teaching and learning of each topic. Key vocabulary, for each topic, that will be taught and used by the children in their learning is in bold.

Knowledge of art and design within EYFS focuses on:

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.” EYFS

Subject Content

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Reception:	
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To explore, use and refine a variety of artistic effects to express their ideas and feelings • To return and build on their previous learning, refining ideas and developing their ability to represent them • To create collaboratively, sharing ideas, resources and skills <p>ELG:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories 	<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know that mark making tools can be used to show shapes and patterns on paper. • Know that shapes and patterns can form pictures, letters and numbers. • Know how to hold mark making tools. • Know how to use a paintbrush to paint and mix colours. • Know that mixing colours make a new colour. • Know that things like glue and sticky tape can stick things on paper and combine materials. • Know that scissors can be used to cut things and how to hold them. • Know how to manipulate play dough and clay. • Know what a self-portrait is. • Know how to draw a self-portrait. • Know how to use different objects to print. • Know how to combine different materials to make a collage. • Know that ideas can be expressed using different artistic materials. • Know that 3D objects can be used to create things – e.g. a vehicle or a castle. • Know that they can use other ideas to influence their own work. • Know that festivals and traditions can be represented through art work – e.g. Bonfire Night, Christmas, Diwali.
<p>Art and Design Skills:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a wide variety of tools to make marks on different surfaces • Hold tools using a suitable grip • Manipulate tools on various scales • Use tools to make pictures, patterns and shapes etc • Use poster paint to mix new colours • Use scissors effectively • Draw a person • Draw themselves 	

- **Use found objects to print with**
- **Combine materials to make a collage**
- **Use chosen objects to express their ideas**
- **Experiment with colour and texture**
- **Experiment with 3D objects**
- **Represent their feelings through their art**
- **Choose what tools and materials they would like to use confidently.**

Year 1 Autumn term Half Term 1 Who Am I?	
<p>National Curriculum: NC Objectives: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Explored the idea of drawing and painting themselves independently using their own choice of materials.
	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Discover the work of Vincent Van Gogh and Pablo Picasso • Explore how to create self-portraits using different materials. • Create a final self-portrait
<p>Knowledge:</p> <ul style="list-style-type: none"> • To know what a portrait is. • To know what a self-portrait is. • Know what an artist is. • Know the work of Van Gogh and Picasso • Know properties of a face. • Know properties of materials and make appropriate selections. • Know to how to paint a self-portrait 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to sketch a face • Be able to use inspiration of the artists to create a self portrait • Be able to create sketches and paintings • Be able to use appropriate materials.
<p>Materials:</p>	

Year 1 Spring Term Half Term 2 Mixing Magic	
<p>National Curriculum: NC Objectives: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Explored mixing colours independently
	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Discover the work of Wassily Kandinsky • Develop an understanding of how to mix colours • Learn about lighter and darker • Begin to use the terms primary and secondary colours • Paint using a range of independently mixed colours.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know the work on Kandinsky and that he is known for his expressionism art and was inspired by colour • Know what abstract painting is. • Know that the primary colours are blue, red and yellow • Know that secondary colours can be made by mixing 2 primary colours together • Know that secondary colours are orange, purple and green • Know that we can change the tone of a colour by adding white to make it lighter or black to make it darker • Know about warm and cold colours 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to make Secondary colours by mixing Primary colours together • Be able to make different shades of the same colour
<p>Materials:</p>	

Year 1 Summer Term Half Term 2 Amazing Animals	
<p>National Curriculum: NC Objectives: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Explored threading • <p>In this topic children will:</p> <ul style="list-style-type: none"> • Discover the work of Anni Albers and Agnis Smallwood • Explore working with yarns • Explore basket weave technique • Produce a finished piece using basket weave technique
<p>Key Knowledge and Vocabulary:</p> <ul style="list-style-type: none"> • Know that weaving is interlacing materials • Know that weaving is used to create fabrics for clothing or other materials, such as plant fibres for baskets • Know the work of Anni Albers – she is an influential designer from Germany • Know the work of Agnis Smallwood • Know that the warp is the set of yarns that are in place on the loom – they are in a vertical position • Know that the weft are the pieces of yarn that are in a horizontal position • Know that a plain weave is an over – under action of weft thread • Know that basket weave is created by an over, over, under, under action of the weft 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to experiment with various materials • Be able to thread materials • Be able to use the technique of under, over, under etc • Be able to vary scale for example use of the fence, bicycle wheels etc.
<p>Materials:</p>	

Year 2 Autumn Term 2 Hot Stuff	
<p>National Curriculum: NC Objectives: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Explored colour mixing independently <p>In Year 1 pupils will have:</p> <ul style="list-style-type: none"> • Mixed secondary colours • Mixed shades of the same cold colours <p>In this topic children will:</p> <ul style="list-style-type: none"> • Discover the work of various artists who paint with warm colours. • Discover the work of various works of art that show fire.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know that the Great Fire of London contains warm colours. • Know the structure of the Colour Wheel. Know that the colour wheel can be used to show us how to mix colours. • Know that colours can be primary, secondary or tertiary. All of the colours in the colour wheel can be created by mixing primary colours (or through a combination of colours in the colour wheel). • Know that shades of colours can be created by adding white. • Know that different tools create different outcomes/ • 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to confidently experiment with mixing secondary colours • Be able to mix tertiary colours • Be able to colour mix to make darker and lighter • Be able to use black to make darker shades to fulfil a specific purpose. • Be able to use a wide range of brushes to create a specific outcome. • Be able to change the scale of their work to produce collaborative works
<p>Materials:</p>	

Year 2 Spring Term Half Term 2 Printing: Feathered Friends	
<p>National Curriculum: NC Objectives: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Printed with a wide range of natural objects • Printed with a wide range of man-made objects • Printed with a range of found objects • Printed to create patterns
	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Experiment with creating shade and texture when drawing • Observe and draw • Create a print block of a feather • Create and piece of printed work using their print block
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know that pencil can be used to provide shade and texture to drawings. • Know how to create light and dark colour tones with a pencil. • Know that a printing block can be made with cardboard, tinfoil and acrylic paint. • Know how to create a printing block. • Know how to use positive and negative space for printing. • 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to create shade in a drawing of a natural object using a 2B pencil • Be able to create texture when drawing a natural object using 2B and 2H pencils. • Be able to experiment sketching found objects • Be able to draw from observation • Be able to create light and dark when drawing natural objects. • Be able to make an additive printing block.
<p>Materials:</p>	

Year 2 Summer Term Half Term 1 Aboriginal Artwork	
<p>National Curriculum: NC Objectives: Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Created models from junk • Created models using clay and playdough <p>In Year 1 pupils will have:</p>
	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Discover the work of Kame Kngwarreye • Discover the work of Sophie Ryder • Find out about aboriginal art and culture • Create dot paintings • Create 3D models of animals to decorate.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know that Emily Kame Kngwarreye is an aboriginal artist. She is one of the most prominent and successful artists in the history of Australian art. • Understand that Indigenous Australian art is the oldest artwork in the world. The artwork is a crucial part of the culture; it is used to tell stories. • Indigenous Australians used ochres to paint on rocks. • Dot paintings are unique to Aboriginal artwork. • Know how to carve to add details to 3D models • Know that plasticine can be used to make 3D models 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to create shapes and images using aboriginal ideas and techniques • Be able to use varied tools to create dots to suit a given purpose. • Be able to mould a malleable material • Be able to carve a malleable material using appropriate tools to create a desired effect. • Be able to embellish
<p>Materials:</p>	

Year 3 Autumn Term Half Term 1 Cave Painting	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. <p>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Prior Learning: In Reception pupils will have:</p> <ul style="list-style-type: none"> • Investigated mark making with a wide range of found tools • Investigated mark making with everyday tools. <p>In Year 1 pupils will have:</p> <ul style="list-style-type: none"> • Mixed colours and shades • painted with appropriate tools <p>In Year 2 pupils will have:</p> <ul style="list-style-type: none"> • Mixed secondary and tertiary colours • Painting with further control • Using appropriate colours to suit a purpose <p>In this topic children will:</p> <ul style="list-style-type: none"> • Find out about cave paintings from around the world • Read “The First Drawing” • Investigate how to make cave paintings • Produce their own various pieces of cave painting • Work collaboratively on a larger scale.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know about the historical and geographical context of cave paintings • Know about the works in the Caves of Altamira (Spain), Lascaux (France), Creswell Crags (England), Cueva De Las Manos (Argentina), Drakensberg Mountains (South Africa), East Kalimantan (Borneo) • Know about the colour palette of Stone Age art so-called earth pigments, (minerals limonite and hematite, red ochre, yellow ochre and umber), charcoal from the fire (carbon black), burnt bones (bone black) and white from ground calcite (lime white) 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to create and use a hand to print form. • Be able to use a range of found tools to make marks • Be able to use similar tools to create required effects. • Be able to evaluate their work. • Be able to enlarge their work to work collaboratively. • Be able to work using paint, chalk, pastel and charcoal appropriately.

<ul style="list-style-type: none"> • Know about the tools and techniques used by Stone Age painters (horse hair, twigs, feather and finger smudging) • Know the modern tools used to represent Stone Age tools and techniques (paint brushes, cloth feathers, charcoal pencils) • Know how to apply the modern tools to plan, sketch and paint. • Evaluate a piece of work – cave painting.. 	
<p>Materials:</p>	

<p>Year 3 Spring Term Half Term 2 - Marvellous Miro</p>	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Explored the work of Van Gogh and Picasso • Mixed primary, secondary and tertiary colours • Use a wide range of appropriate tools • Worked in different scales.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know about the historical, cultural and geographical context of surrealism • Analyse examples of modern and classic pieces of surrealist art • Know about the historical, cultural and geographical context of Joan Miro 	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Explore and evaluate the work of Jean Miro • Explore surrealism and what that means • Apply their knowledge of colour theory from KS1 • Produce a piece of work inspired by the work of Miro <p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to mix a wide variety of colours • Be able to make thick and thin paint to suit a purpose. • Be able to choose appropriate equipment • Be able to use research and practise to apply paint to create an effect.

<ul style="list-style-type: none"> Analyse examples of Joan Miro's surrealist art Know about the Colour Theory (Studied in KS1) and apply it in pieces of art Know how to apply paint for desired effect Use Miro's surrealist painting to inspire own painting 	<ul style="list-style-type: none"> Be able to evaluate their work.
<p>Materials:</p>	

<p>Year 3 Spring Term Half Term 2 - Marvellous Miro</p>	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> Explored pattern Cut with growing accuracy Use different ways to attach materials <p>In this topic children will:</p> <ul style="list-style-type: none"> Investigate Roman Mosaics around the world Investigate the work of modern artist who create mosaics Create their own mosaic using a range of coloured papers
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> Know about the historical, cultural and geographical context of Roman mosaics Analyse examples of modern (Isaiah Zagar, Jim Bachor) and Roman mosaics Know about the use of borders to frame pieces of art 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> Be able to cut with accuracy Be able to use glue with care Be able to use materials to create an effect Be able to create a border to frame Be able to plan an appropriate mosaic and identify what materials will be used

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| <ul style="list-style-type: none">• Know that mosaics are made from small tiles put together to create an overall picture. | <ul style="list-style-type: none">• Be able to produce a mosaic using coloured papers• Be able to evaluate their work |
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Materials:

<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Printed with found objects • Created a basic additive print block by adding foil. • Printed using a simple print block.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know about the work of Harry Beck and the creation of the iconic London Underground map. • Know about the work of Eduardo Paolozzi • How to create a print block using a relief/impressed technique. (Carving into a printing block, using quickprint for example.) • Know what a mono-print is. • Know how to use additive and subtractive techniques to create a mono-print. Understand what positive and negative shapes are 	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of Harry beck and Eduardo Paolozzi • Learn how to create a line printing block • Create a mono print in the style of the artists above
<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to design a print block • Be able to create an effective printing block • Be able to add and/or take away to create a print block • Be able to create a mono print • Be able to make informed choices about desired effect. • Be able to evaluate their own work. 	
<p>Materials:</p>	

<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Created pieces of work using weaving and lacing. • Varied the sale of their work
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know about the work of Frida Kahlo and her link with nature • Be able to talk about contemporary felt artists. Moira West for example. https://www.saatchiart.com/moirawest • Know what felt making is. • Know the process of felt making step by step. 	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of felt makers and Frida Kahlo • Investigate felt and its properties. • Created a landscape using wet felting techniques. <p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to lay down fibres. • Be able to tease out the fibres. • Be able to use appropriate tools. • Be able to build up layers to create the desired effect. • Be able to sew with straight stiches to create line and shade. • Be able to create patterns and surface decoration. • Be able to modify threads and fabrics by knotting, fraying, pulling, twisting and plaiting. • Be able to apply decoration such as beads, buttons, sequins etc using varied fastening skills. • Be able to evaluate their own work.
<p>Materials:</p>	

Year 4 Summer Term Half Term 1 - Dragon's Eyes	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. <p>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Created 3 D models using plastercine and clay. • Used basic carving techniques • Use appropriate tools to carve and shape
	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of the illustrator Jackie Morris • Investigate water colour techniques • Investigate, sketch and paint human and animal eyes • Create a 3D clay dragon's eye.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • That Jackie Morris is a famous English illustrator who uses watercolours to create her illustrations. • To understand the properties of air drying clay and how this dictates how it can be used. • How to design in 2D and create in 3D <p>https://www.youtube.com/watch?v=wpZzbAeVxAE</p>	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to use watercolour paints effectively - wash, wet on dry, wet on wet, combining these methods, using brushes to make marks. https://www.accessart.org.uk/introduction_to_watercolour/ • Be able to use sketching techniques to create a life-like human eye; to use the same techniques to sketch a dragon's eye – shade, depth, light and dark, texture. • Be able to use malleable materials such as clay effectively. • Be use techniques to shape clay effectively, roll, pull, pinch, sculpt. • Be able to add detail using impressing. Be able to use scoring, blending, and slip to join pieces of clay effectively. • To choose and use appropriate tools effectively. • Be able to evaluate their own work.

Materials:	

Year 5 Autumn Term Half Term 1 - Vanishing Point	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. <p>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Created sketches using a variety of tools • Developed skills in observational drawing, found objects etc <p>In KS2 children will have:</p> <ul style="list-style-type: none"> • Developed further skills in sketching using various tools and scales.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Perspective drawing brings 2D drawings and paintings to life. It makes 2d objects appear 3D. • A one-point perspective drawing means that the line of perspective will eventually meet at one point. This point is called the vanishing point. • Understand that “One point perspective” is often used to draw street scenes, road and rail tracks. • The horizon line represents where the sky meets the land or sea and the vanishing point sits on the horizon line. 	<p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of Leonardo Da Vinci and how he used perspective. • .Create a price of work that uses perspective
	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to create a 2D drawing using perspective. • Be able to accurately draw shapes that face the viewer • Be able to accurately draw shapes that travel into the distance • Be able to use the vanishing point correctly • Be able to evaluate their own work.

<ul style="list-style-type: none"> • Leonardo da Vinci was an artist, during the Italian Renaissance who is known for developing perspective drawing. 	
Materials:	

Year 5 Spring Term Half Term 1 - Islamic Art	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Developed skills in weaving and lacing. <p>In KS2 children will have:</p> <ul style="list-style-type: none"> • Created felted 2 D work using yarn • Embellished using basic stitches <hr/> <p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the art created in the Islamic Empire • Investigate vegetal patterns • Investigate geometric patterns • Explore using threads to create patterns.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Islamic Art was art created in the Islamic empire. As Islam spread across the world, art and culture from those places was used in new designs. • Recognise Islamic art in prayer mats, in Mosques etc. • Calligraphy is artistic writing used to decorate clothing, pottery, buildings and manuscripts • Vegetal patterns are based on plants and flowers found in the natural world. 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to select appropriate tools. • Be able to plan and design • Be able to thread needles • Be able to sew straight lines and place stitches accurately. • Be able to use cross stitch effectively • Be able to layer for effect • Be able to work collaboratively to change the scale.

<ul style="list-style-type: none"> • Geometric patterns are patterns of repeating and overlapping shapes often used to decorate mosques and fabrics. • Islamic Art does not contain images of people or animals. • Molly Williams is a contemporary textile artist and designer who is inspired by Turkish and early Islamic design. • 	<ul style="list-style-type: none"> • Be able to embellish appropriately using buttons, beads and sequins etc • Be able to evaluate their own work
<p>Materials:</p>	

<p>Year 5 Summer Term Half Term 1 - Sculpture</p>	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Used malleable material to create an animal • Used appropriate tools • Used hand moulding techniques <p>In KS2 children will have:</p> <ul style="list-style-type: none"> • Used skills in joining and creating texture with clay. • Used a wide variety of tools and techniques. <p>In this topic children will:</p> <ul style="list-style-type: none"> • Find out about the work of Anthony Gormley, Barbara Hepworth and Sophie Ryder. • Investigate how the Egyptians used sculpture. • Design and make a large sculpture using the Egyptians as inspiration.
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Sculpture is a piece of art in 3D. • Sculpture can be made out of different materials • Anthony Gormley is a British sculptor who is known for large public sculptures such as the Angel of the North. 	<p>Art and Design Skills:</p> <ul style="list-style-type: none"> • Be able to work on a large scale • Be able to cut mod roc safely • Be able to build a structure for the sculpture using recycled materials.

<ul style="list-style-type: none"> • Sophie Ryder and Barbara Hepworth are British sculptors who represent humans in abstract ways. • Mod roc is good for sculpting because it is very malleable, and you can paint it when it is dry. • To understand the properties of modroc 	<ul style="list-style-type: none"> • Be able to layer Modroc effectively • Be able to add shape to the sculpture • Be able to add appropriate design using paint.

Year 6 Autumn Term Half Term 1 - Pop Art Tiles	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Developed basic skills using malleable materials • Drawn a self portrait <p>In KS2 children will have:</p> <ul style="list-style-type: none"> • Created small scale 3D clay sculptures using basic joining techniques. • Created 3D sculpture using modroc <p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of Andy Warhol and Roy Lichenstein • Investigate Burmantofts tiles. • Take and use portrait photographs of themselves • Transfer their image onto clay • Create a tile in the Pop Art style using air drying clay.
<p>Key Knowledge and vocabulary:</p>	<p>Art and Design Skills:</p>

<ul style="list-style-type: none"> • Know about the work of Andy Warhol and Roy Lichtenstein, exploring portraits in particular. • Know what the Pop Art movement was about and how this compares to other styles and disciplines. • Know about Leeds heritage is tile making. • Know about the properties of air-drying clay and use slab techniques to create a tile . • Take photos and transfer to clay using ink to highlight main features. • 	<ul style="list-style-type: none"> • Be able to roll out clay to the desired thickness and size • Be able to use cutting tools to create a tile. • Be able to transfer their image accurately picking out main features • Be able to carve accurately and precisely using appropriate tools • Be able to paint to outline with precision. • Be able to choose colour that contrasts demonstrating the required style. • Be able to evaluate their own work.
<p>Materials:</p>	

<p>Year 6 Spring Term Half Term 1 - Screen Printing</p>	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Printed with found objects • Made simple mono-print using their own print block <p>In KS2 children will have:</p> <ul style="list-style-type: none"> • Created and printed with an additive block print <p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of Iljuwas Bill Reid • Experiment printing on a very small scale • Explore screen printing and how it compares to other ways of printing. • Produce a screen print.
<p>Key Knowledge and vocabulary:</p>	<p>Art and Design Skills:</p>

<ul style="list-style-type: none"> • Know about the work of Iljuwas Bill Reid's work on North American animals. • Know what screen printing is and how it compares to other types of printing. • Know how to use tools correctly. • Know that printing can be done on different scales. • Know how animals are important within Native American culture. • Know how to Screen print onto t-shirt. 	<ul style="list-style-type: none"> • Be able to develop ideas using animals and Native American design as inspiration. • Be able to experiment in different scales. • Be able to use appropriate tools effectively • Be able to design and create a print block as a prototype using a different print style. • Be able to handle the materials successfully • Be able to building the print using layers of paper. • Be able to evaluate the finished piece.
<p>Materials:</p>	

<p>Year 6 Autumn Term Half Term 1 - Pop Art Tiles</p>	
<p>National Curriculum: NC Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Prior Learning: In KS 1 children will have:</p> <ul style="list-style-type: none"> • Mixed primary, secondary and tertiary colours to suit a particular purpose. • Experimented with tones and shades. <p>In KS2 children will have:</p> <ul style="list-style-type: none"> • Mixed paint using tones, shades <p>In this topic children will:</p> <ul style="list-style-type: none"> • Investigate the work of David Hockney and Keith Melling. • Compare the work of the two artists. • Experiment with colour and consistency of paint to suit a purpose. • Experiment with digital art making using I pads • Make sketches • Produce a final piece if their choice
<p>Key Knowledge and vocabulary:</p> <ul style="list-style-type: none"> • Know about the work of David Hockney work. 	<p>Art and Design Skills:</p>

<ul style="list-style-type: none"> • Know about the work of Keith Melling • Know about • Taking excess water off brush to paint on cartridge paper. • Using observation skills and proportion to sketch main shapes looking at background and foreground. • Consider what to paint first – lighter shapes, background, etc. • Paint using different techniques to create different effects to paint grass, sky, shadow, etc. 	<ul style="list-style-type: none"> • Be able to evaluate and compare the work of two landscape artists using appropriate vocabulary. • Be able to say what techniques have been used by each artist. • Be able to make informed choices about what tools and techniques to use in their work. • Be able to sketch ideas in different scales. • Be able to use proportion correctly • Be able to create foreground and background to scale and proportion. • Be able to use experimentation to decide how to create their final piece of work. • Be able to mix powder paint to suit their particular purpose. • Be able to create texture and depth in their painting. • Be able to use a digital painting App to create a finished piece.
<p>Materials:</p>	

Progression of Skills

Sketchbooks						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a	Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.	Continue to build understanding that sketchbooks are places for personal experimentation.	Continue to build understanding that sketchbooks are places for personal experimentation.	Continue to build understanding that sketchbooks are places for personal experimentation. Practise drawing skills.	Explore mark making. Make visual notes to capture and consolidate and reflect on the artists’ studies.	Explore and experiment with style and colour. Make visual notes to capture and consolidate and reflect on the artists’ studies.

<p>story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Use sketchbooks to:</p> <p>Test out ideas</p> <p>Develop experience and knowledge of colour</p> <p>Practise observational drawing</p> <p>Explore mark making.</p> <p>Evaluate their ideas and work</p>	<p>Understand that sketchbooks are unique to their owner.</p> <p>Use sketchbooks to:</p> <p>Explore the qualities of different media</p> <p>Make close observational drawings of objects drawn to scale, working slowly, developing ,mark making.</p> <p>Explore colour and colour mixing</p> <p>Make notes about artists.</p> <p>Evaluate their ideas and work</p>	<p>Understand that sketchbooks are unique to their owner.</p> <p>Use sketchbooks to:</p> <p>Explore the qualities of charcoal</p> <p>Make visual notes using a variety of media when looking at other artists' work</p> <p>Develop mark making skills</p> <p>Experiment with various tools and pigments.</p> <p>Evaluate their ideas and work</p>	<p>Make visual notes using a variety of media when looking at other artists' work</p> <p>Test and experiment with materials.</p> <p>Brainstorm pattern, colour, line and shape.</p> <p>Reflect on their choices.</p> <p>Evaluate their ideas and work</p>	<p>Practise drawing skills.</p> <p>Explore and develop designs and ideas from inspiration.</p> <p>Experiment with varied media.</p> <p>Evaluate their ideas and work</p>	<p>Explore and develop designs and ideas from inspiration.</p> <p>Explore colour, make colour, collect colours and experiment with how colours go together.</p> <p>Evaluate their ideas and work</p>
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Drawing: This is an ongoing expectation throughout all units of work.						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or</p>	<p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Explore different textures and experiment with mark -</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording</p>	<p>As Year 2, plus</p> <p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc.</p> <p>Encourage close</p>	<p>As Year 3, plus</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people.</p>	<p>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.</p>	<p>Produce increasingly detailed preparatory sketches for painting and other work.</p>

<p>from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>building on previous experience.</p> <p>Observe and draw as accurately as possible, some small discussion of proportion</p> <p>Observe patterns in the natural and man-made world.</p> <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and manmade world.</p> <p>Links will be made to History and Seasons.</p>	<p>experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing.</p> <p>Links will be made to work in History and Science</p>	<p>observation of objects in both the natural and manmade world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings .</p>	<p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Computer generated drawings.</p> <p>Drawing from direction.</p> <p>Links will made to work in Science</p>	<p>Introduce the concepts of scale and proportion.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Introduce the concept of perspective.</p>	<p>Work on a variety of scales and collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific</p> <p>Look at the effect of light on an object from different directions.</p>
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Colour Theory:						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using</p>	<p>Build on KS1- Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and</p>	<p>Mix and match colours to those in a work of art.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Considering colour for purposes</p>	<p>Explore the texture of paint.</p> <p>Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces</p>

<p>colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p>primary colours and white.</p> <p>Introduce the colour wheel.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident</p>	<p>Use colour to reflect mood.</p>	<p>Use colour to express moods and feelings,</p>	<p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it Work with one colour against a variety of backgrounds.</p>
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Textures:						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p>	<p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different</p>		<p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece for example: applique, drawing, sticking, cutting,</p>

<p>and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a ‘journey’ of where they have been etc.</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p> <p>Links to work in DT</p>		<p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p> <p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles.</p>	<p>paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p> <p>Links to work in Geography and DT</p>
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3D/Sculpture:						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p>	<p>Awareness of natural and man made forms and environments</p> <p>Expression of personal experiences and ideas in work</p>		<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>

<p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p> <p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and texture.</p> <p>Provision based.</p>	<p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Begin to make simple thoughts about own work and that of other sculptors</p>		<p>Work safely, to organize working area and clear away.</p> <p>Discuss own work.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p> <p>Simple discussion about aesthetics</p>	<p>Produce more intricate patterns and textures.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p>	
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Printing:						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand,</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p>	<p>Use printmaking as a means of drawing</p> <p>Create order, symmetry, irregularity</p>		<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p>		<p>Experienced in combining prints taken from different objects to produce an end piece.</p>

<p>onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p> <p>Provision based</p>	<p>Extends repeating patterns - overlapping, using two contrasting colours etc</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools</p> <p>Talk simply about own work and that of other artists.</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>		<p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses. Discuss own work and that of artists.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Explores images through monoprinting on a variety of papers</p>		<p>Designs prints for fabrics, t-shirt</p> <p>Makes connections between own work and patterns in their local environment</p> <p>Builds up drawings and images of whole or parts of items using various techniques.</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p>
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Pattern:						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p>	<p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources</p>	<p>Consider different types of mark making to make patterns.</p> <p>Look at various artist’s creation of</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p>	<p>Look at various artist’s creation of pattern and discuss effect.</p>

<p>(buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – ‘My mum and dad make me laugh’ (spots and stripes) use junk and painting materials to create spot and stripe collages</p> <p>Link to Maths, Numerical Patterns.</p>	<p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths</p>	<p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths – symmetry, History, Geography</p>	<p>pattern and discuss effect.</p> <p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/Klee)</p>	<p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Links to History</p>	<p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>
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Art and Design Artist Studies, Visits or Visitors

Year 1				
Term	Unit	Name	Job Role	Description
Autumn	Drawing /Painting: Self-portrait	Vincent Van Gogh Pablo Picasso	Self- Portrait and Portrait paintings	<p>Van Gogh (1853-1890) Impressionist painter.</p> <ul style="list-style-type: none"> • Various self-portraits. <p>https://www.twinkl.co.uk/resource/t-t-2547004-van-gogh-information-powerpoint</p> <p>Pablo Picasso (1881 – 1973) Abstract artist - Cubism</p> <ul style="list-style-type: none"> • Woman with a Blue Hat • Self-portrait 1971

				https://mymodernmet.com/pablo-picasso-self-portraits/
Spring	Colour Theory: Mixing colours	Wassily Kandinsky	Painter	Wassily Kandinsky (1866 – 1944) Expressionist artist <ul style="list-style-type: none"> Squares with Concentric Circles https://artprep.weebly.com/kandinsky-concentric-circles.html
Summer	Textures: Weaving	Anni Albers		Anni Albers (1899 – 1994) Textile artist and print maker. <ul style="list-style-type: none"> Various works https://www.tate.org.uk/tate-etc/issue-44-autumn-2018/anni-albers-weaving-magic-briony-fer
Visit/Visitor	Leeds City Art Gallery https://museumsandgalleries.leeds.gov.uk/workshop-item/super-sensory-sketchbooks/			

Year 2				
Term	Unit	Name	Job Role	Description
Autumn	Colour Theory: Hot stuff.	Various artists who use warm colours to create drama: fire, sunset, autumn etc	Paint	
Spring	Printing: Feathered Friends	Miranda Lloyd	Graphic Designer/Visual artist	
Summer	3D Modelling/Sculpture: Aboriginal animals	Emily Kame Kngwarreye	Artist	Emily Kame Kngwarreye (1910–1996) Painter. The first female painter to emerge from an art movement dominated by men and did so in a way that transformed Aboriginal. <ul style="list-style-type: none"> Earth's Creation https://sunolart.weebly.com/rainforest-animals-in-clay.html
Visit/Visitor	Visit to Yorkshire Sculpture Park? https://yvsp.org.uk/			

Year 3

Term	Unit	Name	Job Role	Description
Autumn	Painting: Curious Caves	Cave paintings from around the world.		Lascaux, France https://www.bradshawfoundation.com/lascaux/ Altamira Spain https://theculturetrip.com/europe/spain/articles/the-most-magnificent-cave-art-to-view-in-northern-spain/ Cave of Hands – Argentina SA https://www.bradshawfoundation.com/south_america/cueva_de_los_manos/index.php
Spring	Painting: Marvellous Miro	Joan Miro.	Painter	Joan Miro (1893-1983) was a Spanish painter, sculptor and ceramicist born in Barcelona . https://kids.kiddle.co/Joan_Mir%C3%B3 Various paintings.
Summer	Textures: Roman Relics	Isaiah Agar Jim Bachor	Mosaic artist	Isaiah Zagar (1939 to present) American mosaic artist based in Philadelphia. Jim Bachor (1964 to present) graphic designer, street and mosaic artist.
Visit/Visitor	Seagulls? Contacted about mosaic workshop			

Year 4				
Term	Unit	Name	Job Role	Description
Autumn	Printing: Walk the Line	Harry Beck Eduardo Paolozzi	Graphic Designer Artist	Harry Beck 1902 – 1974 was an English Technical Draughtsman, famous for The London Underground Map https://academickids.com/encyclopedia/index.php/Harry_Beck Eduard Paolozzi 1924 – 2005 was a Scottish artist and sculptor https://www.moma.org/collection/works/33290 https://garagemca.org/en/event/eduardo-paolozzi-bill-woodrow-a-lecture-by-irina-kulik
Spring	Textures: Flora, Fauna and Felt	Frida Kahlo Moir West	Artist Contemporary felt artist.	Frida Kahlo 1907 – 1954 was a Mexican artist known primarily for portraits Study to include looking at the backgrounds of her work. Moir West, Leeds born fibre artist https://www.moirawestfelt.com/
Summer	3D/Sculpture Dragon's Eyes	Jackie Morris	Illustrator	Jackie Morris, English illustrator 1961 – present day. Books: The Lost Words, The Lost Spells, Tell Me A Dragon https://www.jackiemorris.co.uk/
Visit/Visitor	Sam Paechter clay workshop? Contacted.			

Year 5				
Term	Unit	Name	Job Role	Description
Autumn	Drawing/Painting: Vanishing Point	Leonardo Da Vinci	Polymath	Leonard Da Vinci 1452 – 1519 an Italian Polymath active during the Renaissance famous for painting the Last Supper and The Mona Lisa. Famous for the development of one-point perspective. https://editions.covecollective.org/content/da-vincis-use-one-point-perspective
Spring	Textures: Islamic Art	Islamic art around the world. Prayer mats, Mosques etc		https://kidworldcitizen.org/islamic-art-lesson-for-kids/ https://www.ducksters.com/history/islam/art.php
Summer	3D Sculpture: The Egyptians	Barbara Hepworth Sophie Ryder	Sculptors	Barbara Hepworth 1903 – 1975 British Sculptor. https://hepworthwakefield.org/artist/barbara-hepworth/ Sophie Ruder 1963 – present day https://artuk.org/discover/artists/ryder-sophie-b-1963
Visit/Visitor	Cartwright Hall https://bradfordmuseums.org/cartwright-hall-art-gallery/		Sculpture Park? Hepworth?	

Year 6				
Term	Unit	Name	Job Role	Description
Autumn	Pop Art	Andy Warhol	Artist	Andy Warhol was an American visual artist, film director, and producer who was a leading figure in the visual art movement known as pop art. 1928-1987 https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol
Spring	Printing: America's Animals	Iljuwas Bill Reid	Screen printer	Bill Reid 1920-1998 artist, sculptor, printer, jewellery maker. https://www.billreidgallery.ca/pages/about-bill-reid
Summer	Painting: Landscapes	David Hockney Keith Melling	Painter	David Hockney is an English painter, draftsman, printmaker, stage designer, and photographer. As an important contributor to the pop art movement of the 1960s, he is considered one of the most influential British artists of the 20th century. 1937 – present day https://www.hockney.com/home Keith Melling is a painter of Lake District, Yorkshire Dales & Pendle Landscapes https://www.kmelling.com/
Visit/Visitor	Ingleborough Hall			