

# EYFS

## EAD - Creating with Materials:

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories.

## PD – Fine Motor Skills:

Children are able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They use a range of small tools, including scissors, paintbrushes and cutlery. They begin to show accuracy and care when drawing.

Term and Unit	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p><b>Autumn</b> Teddy and I When I Grow Up</p> <p>Focus Artist: Wassily Kandinsky</p> <ul style="list-style-type: none"> <li>- Drawing shapes</li> <li>- Circle paintings</li> <li>- Circle sculptures</li> <li>- Printing circles</li> <li>- Large collaborative painting</li> </ul>	<p><u>Drawing:</u> To hold and use drawing tools with some control to make marks (from observation or imagination).</p> <p>To use drawing tools to make lines and curves.</p> <p>To begin to show accuracy and care when drawing.</p> <p>To experiment with some different drawing media (e.g. pencils, pens, crayons, oil pastels) and compare.</p> <p><u>Painting/Colour:</u> To explore and use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p>	<p>To understand what an artist is.</p> <p>To know the names of tools I use e.g. cellotape, scissors.</p> <p>To know the names of different materials E.g. bubble wrap, paper, cellophane, cardboard</p> <p>To recognise and name different colours.</p> <p>To name different tools e.g. pencil, pen, paintbrush.</p> <p>To understand that colours can be mixed.</p>	<p>Artist</p> <p>Scissors</p> <p>Pencil</p> <p>Pen</p> <p>Paintbrush</p> <p>Line</p> <p>Thin</p> <p>Thick</p> <p>Mix</p>
<p><b>Spring</b> To Infinity and Beyond Under the Sea</p> <p>Focus Artist: Jackson Pollock</p> <ul style="list-style-type: none"> <li>- Splatter painting (individual and collaborative large scale)</li> <li>- Exploring layering and texture</li> </ul>	<p>To look closely at colour.</p> <p><u>Printing:</u> To create rubbings, exploring texture.</p> <p>To create a simple pattern.</p> <p>To competently print using different objects.</p> <p><u>Collage/Sculpture:</u> To begin to experiment with creating different textures</p>	<p>To understand that different media can be combined to create new effects.</p>	

# Summer

Once Upon a Time  
Living and Growing

Focus Artist: Eric Carle

- Exploring making own paper, exploring texture
- Minibeast/animal collages using own paper
- Hungry Caterpillar printing

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To begin to manipulate and shape materials, including folding and cutting

To use simple tools safely and competently (e.g. scissors, split pins).

To begin to secure materials using different glue, cellotape and masking tape.



Developing ideas/Responding to Art:




To make simple decisions about my artwork e.g. which tools, colours, sized paper


To begin to create simple designs before making

**To talk about what I have produced, describing simple techniques and media used**

**Begin to talk about whether I like a piece of artwork**

Year 1	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Suggested activities and resources	Vocabulary
<p>Autumn Term</p> <p><b>Colour, Line and Pattern</b> - Primary colours</p> <p>Focus artists: Piet Mondrian</p>	<p>I can show some accuracy and control with the marks that I make</p> <p>I am beginning to explore and experiment with primary colours</p> <p>I can explore a range of media (e.g. charcoal, different paints) and describe some of their qualities</p>	<p>I can name the primary colours</p> <p>I am beginning to identify and describe different patterns and lines in artwork</p> <p>I know how to create thicker lines (choice of media, applying more pressure)</p>	<ul style="list-style-type: none"> <li>• Share Mondrian artwork – pick explore the colours using range of media (pencils, paints) – learn about primary colours.</li> </ul>  <p>- How is colour used effectively in Mondrian's artwork?</p> <ul style="list-style-type: none"> <li>• Introduce 'line'. Identify and compare line in artwork (Mondrian and other artists e.g. revisit Kandinsky, Tyler Foust).</li> <li>- Take a line for a walk. Explore how to create a thicker line – applying more pressure with pencil/brush.</li> <li>• Introduce 'pattern'. Look at a range and discuss. Link to Mondrian's artwork – repetitive shapes separated by bold horizontal and vertical lines.</li> <li>• Experiment with creating design (primary colours) using different media e.g. pencils, pens, charcoal, paint, strips of paper. Could make Mondrian inspired patterns using collage. Children to think about what they like e.g. Thick /thin lines? Large/small shapes?</li> </ul>  <ul style="list-style-type: none"> <li>• Plan – just deciding what to use for final piece and why?</li> <li>• Create final piece and review.</li> </ul>	<p>Artist</p> <p>Line</p> <p>Thick</p> <p>Thin</p> <p>Pressure</p> <p>Primary Colours</p> <p>Shape</p> <p>Straight</p> <p>Curved</p> <p>Diagonal</p>
<p>Spring Term</p> <p><b>Colour Chaos</b> - Mixed media, secondary colours</p>	<p>I can show control over the types of marks I make</p> <p>I can accurately draw a variety of lines and shapes</p>	<p>I can name the secondary colours</p> <p>I know which colours can well together using the</p>	<ul style="list-style-type: none"> <li>• Introduce Hundertwasser – painter, printmaker and architect. Explore background and some of his work. Describe his style/use of colour, line, pattern. Why did he change his name?</li> </ul>	<p>Primary colours (and naming these),</p> <p>Secondary colours</p>

<p>Focus artist: Friedensreich Hundertwasser</p>	<p>I can mix secondary colours from primary colours</p> <p>I am beginning to select and use colour effectively in my artwork</p>	<p>colour wheel as a reference</p> <p>When mixing colours, I am beginning to understand that different amounts of each colour affect the result</p> <p>I can identify and describe pattern and line in my surroundings</p>	 <p>primar</p> <p><a href="https://hundertwasser.com/en/art/original_graphic">https://hundertwasser.com/en/art/original_graphic</a></p> <ul style="list-style-type: none"> <li>Practise drawing spirals (e.g. found in nature) and practise drawing (e.g. a tree) in style of Hundertwasser</li> </ul>  <ul style="list-style-type: none"> <li>Can you spot the primary colours in his artwork? Does he use other colours? What kinds of colours? (bright, vibrant) Colour theory – making secondary colours.</li> <li>Colour theory – colours that are next to each other or opposite one another on the colour wheel (complementary colours) work well together. Can you spot any in artwork e.g. purple and yellow, green and red, blue and orange used next to each other. What is the impact of using these colours?</li> <li>Create spirals, curves, different types of lines, and filling in spaces. Explore/practise with different media: felt tips/markers, oil pastels, water colours (including washes over pastels and pens). Can you draw a <b>concentric</b> shape? (revisit Kandinsky concentric circles)</li> <li>Look at some of Hundertwasser's landscapes and discuss features e.g. bright colours, lots of curved lines, 'lollipop' trees, concentric shapes, hidden faces. <ul style="list-style-type: none"> <li>Plan artwork inspired by Hundertwasser, including features discussed.</li> </ul> </li> <li>Revisit plan. Anything to change/add? Create mixed media artwork using oil pastels, water colours, fineliners/marker pen, colour paper to cut concentric shapes (see below)</li> </ul> 	<p>(and naming these)</p> <p>Bright</p> <p>Vibrant</p> <p>Bold</p> <p>Spirals</p> <p>Curves</p>
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<p>Summer Term</p> <p><b>Clay Tiles (Houses)</b></p> <p>Focus artists: Natalie Blake</p>	<p><b>Sculpture:</b> I can manipulate clay in different ways e.g. rolling, pinching, carving.</p> <p>I can shape and model clay for a purpose (a tile) from observation and imagination.</p> <p>I can add texture to a clay tile by changing its surface.</p>	<p>I know where clay comes from</p> <p>I understand the safety and basic care of the materials and tools I am using.</p>	<ul style="list-style-type: none"> <li>• <i>Handle and manipulate clay</i></li> <li>• <i>Roll ball into a flat shape</i></li> <li>• <i>Explore ways to create texture and pattern using different tools and marks</i></li> <li>• <i>Children to design and create their own clay tile</i></li> <li>• <i>Use sketchbook to try out different ideas/colours then painting:</i></li> </ul> 	<p>Clay</p> <p>Natural material</p> <p>Tile</p> <p>Tools</p> <p>Roll</p> <p>Pinch</p> <p>Surface</p> <p>Texture</p>
<p><b>Developing ideas</b></p>				
<p>I can start to record simple media explorations in a sketch book.</p> <p>I am beginning to build information on colour mixing and the colour wheel.</p>				

<b>YEAR 2</b>	<b>Skills to be covered What should the children be able to do?</b>	<b>Knowledge to be covered What should the children know?</b>	<b>Suggested activities and resources</b>	<b>Vocabulary</b>
<p>Autumn Term</p> <p><b>Observational drawing</b></p> <p>Focus artists: Giuseppe Arcimboldo</p>	<p><b>Drawing:</b> I can investigate tone using a pencil and other drawing tools (e.g. charcoal, pastels).</p> <p>I can draw light/dark lines, patterns and shapes</p> <p>I am beginning to draw real objects from observation – focusing on the shape of an object rather than my own ideas.</p>	<p>I am beginning to understand the difference between light and shade.</p>	<ul style="list-style-type: none"> <li>• <i>Develop a range of tone using pencil, exploring what happens when you press harder/softer. Explore some other drawing tools.</i></li> <li>• <i>Blind drawing to focus on object then draw more accurately with focus on shape.</i></li> <li>• <i>Arcimboldo - look at light and shade in paintings and discuss</i></li> <li>• <i>Create observational drawings of fruit/veg</i></li> <li>• <i>Create own Arcimboldo style arrangements of real fruit/vegetables, thinking about what shape would work best for each feature</i></li> <li>• <i>Use skills to create own Arcimboldo inspired artwork</i></li> </ul>	<p>Shade Observe Tone Light/dark</p>
<p>Spring Term</p> <p><b>Animal Patterns</b></p> <p>Focus artists: Jean-Jacques Rousseau Escher</p>	<p><b>Printing:</b> I can print simple images and patterns using some different printing techniques (polystyrene press prints, monoprinting)</p> <p>I can use equipment and media correctly to produce a clean printed image.</p> <p>I can create a pattern by repeating or rotating my design.</p>	<p>I understand that there are different ways to make prints.</p> <p>I understand that 'mono' print means only one - a single print taken from a design.</p> <p>I can explain the difference between a relief print and a monoprint.</p>	<ul style="list-style-type: none"> <li>• <i>Discuss animal patterns and camouflage. Link to science topic – living things and their habitats. Why do animals need to camouflage?</i></li> <li>• <i>Practise drawing animal patterns. Discuss which they like/dislike and why.</i></li> <li>• <i>Learn about mono-printing – what does this mean? Explore different techniques linked to animal theme – using ink or paint, using carbon copy paper</i></li> <li>• <i>Design and create animal pattern press prints (relief print). Which colours will you use? Were your first prints successful? How will you improve?</i></li> </ul>	<p>Camouflage Pattern Relief print Monoprint Polystyrene</p>


<p>Summer Term</p> <p><b>Seascapes</b> - Watercolours, poster paints</p> <p>Focus artists: James McNeill Whistler Childe Hassam</p>	<p><b>Painting:</b> I can choose a suitable brush to produce marks appropriate to work (e.g. small brush for small marks/small scale work)</p> <p>I can explore the qualities of different paints.</p> <p>I can explore different painting techniques (including mixing media e.g. adding flour, salt, oats to paint), showing control with the type of marks I make.</p>	<p>I know that there are different types of paper and surfaces to paint onto</p> <p>I have a good understanding of the colour wheel (primary and secondary colours)</p> <p>I understand that there are different types of paint that can produce different effects</p>	<ul style="list-style-type: none"> <li>• <i>Introduce Whistler – discuss artwork</i></li> <li>• <i>Explore colour in paintings. Mix different variations of the same colour e.g. blues – lighter/darker, adding yellow to make more turquoise (building on prior knowledge of secondary colours)</i></li> <li>• <i>Explore light and dark in seascapes – where are the lighter/darker areas?</i></li> <li>• <i>Experiment with textures by adding materials to paint and evaluating e.g. salt could be used for sand, flour in paint could be foamy waves/ clouds, oats like rocks etc.</i></li> <li>• <i>Could experiment with some watercolour painting techniques and creating textures</i> (e.g. wet on wet vs. wet on dry, splattering, erasing using tissue e.g. for clouds or sea foam, adding salt to water or sprinkling on to wet paint, using clingfilm or foil) Suggestions: <a href="https://www.youtube.com/watch?v=4ewfn5Y8_Xs">https://www.youtube.com/watch?v=4ewfn5Y8_Xs</a> <a href="https://www.youtube.com/watch?v=v2ICMcUbZlo">https://www.youtube.com/watch?v=v2ICMcUbZlo</a></li> <li>• <i>Plan and create own seascape with choice of paints and exploring texture</i></li> </ul>	<p>Seascape Horizon Watercolours Wash Texture Surface</p>
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**Developing ideas**


I can use a sketchbook to plan and/or develop simple ideas.

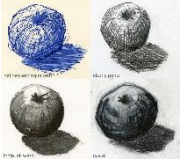
I can record simple media explorations in a sketch book.

I can continue to build information on colour mixing and the colour wheel.

YEAR 3	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Suggested activities and resources	Vocabulary
<p>Autumn Term</p> <p><b>Stone Age Art</b></p> <p>Focus artists: Cave Art</p> <p>Stone Age/ Bronze Age pots</p> <p>Andy Goldsworthy</p>	<p><b>Drawing:</b> I can draw from observation, beginning to consider the proportion of different features.</p> <p>I am beginning to demonstrate my experience and control when using different media e.g. charcoal.</p> <p><b>Sculpture:</b> I can shape and model clay for a purpose (a pot) from observation and imagination.</p> <p>I can create patterns and textures in a 3-D form.</p>	<p>I know how to mix brown.</p> <p>I understand the difference between natural and manmade forms.</p> <p>I know what cave art is and what we can learn from it.</p>	<ul style="list-style-type: none"> <li>Share first story in the book 'Lion Man' - 'Vincent's Starry Night and Other Stories', explaining the history of art from prehistoric to modern times.</li> <li>Who were the first artists?</li> </ul> <p>Look at photographs/videos about 'Lion Man' (ancient, carved sculpture thought to be around 40,000 years old.)</p> <p>Chn can discuss: How was he made? What is he made out of? Why was it made? What was it used for?</p> <ul style="list-style-type: none"> <li>Learn about Andy Goldsworthy – is his artwork designed to last? If Lion Man had been made from different materials e.g. sticks/clay/ small s stones (instead of mammoth tusk), would he have survived for 40,000 years?</li> <li>Introduce cave paintings. Find images. Use primary colours to mix different types of brown</li> </ul> <p>- Discuss similarities/differences from around the world. How could similarities have occurred? How was paint made? How was it applied to walls? What did the images represent?</p> <ul style="list-style-type: none"> <li>Create a template of hand to experiment with in sketchbooks</li> </ul>  <p>- What could it be like to draw onto cave walls? What would surface feel like? Scrunch paper for textured background.</p> <ul style="list-style-type: none"> <li>Draw cave art animals using charcoal for outline and paint by mixing browns. Explore using fingers to draw/paint.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>Revisit ways to manipulate clay (from Year 1) e.g. rolling, pinching, carving</li> <li>Design and make clay pots linked to topic - Beaker people</li> </ul>	<p>Natural</p> <p>Man-made</p> <p>Malleable</p> <p>Rigid</p> <p>Images</p> <p>Cave Art</p> <p>Form</p>
<p>Spring Term</p> <p><b>Blue Planet</b></p> <p>- Drawing, Collaborative sculptures</p> <p>Focus artists: George Segal</p>	<p><b>Drawing:</b> I can draw from observation, starting to consider the proportion of different features.</p> <p>I can demonstrate my experience and control when using different media e.g. pencils, pastels, charcoal.</p> <p><b>Sculpture:</b></p>	<p>I understand that sculptures can be created using different materials and can confidently name some.</p> <p>I can make some comparisons between the work of</p>	<ul style="list-style-type: none"> <li>Develop drawing skills (focus on shape and proportion) - sea creatures. Collect images to draw from.</li> <li>Consider form – which sea creatures could be successful sculptures?</li> <li>Explore qualities of materials that could be used to create structure e.g. cardboard, newspaper, plastic bottles/pots, balloons, wire, bottle tops etc. Link to recycling topic – recycled materials.</li> <li>Design and make collaborative Modroc sea creatures</li> </ul>	<p>Proportion</p> <p>Features</p> <p>Collaborative</p> <p>Large-scale</p> <p>Manipulate</p> <p>Secure</p>

<p>Aurora Robson Natsumi Tomita</p>	<p>I can model materials from both observation and imagination.</p> <p>I can construct a simple base for extending and modelling other shapes.</p> <p>I can work collaboratively on a larger scale.</p>	<p>different sculpture artists (E.g. the subjects, style, the medium used)</p>	 <ul style="list-style-type: none"> <li>When making explore how to join parts</li> <li>Use sketchbooks to experiment with colour (revisiting colour theory) before painting</li> </ul>	
<p>Summer Term</p> <p><b>Flowers</b></p> <p>Focus artists: Georgia O’Keeffe</p>	<p><b>Painting:</b> I can identify and create warm and cool colours.</p> <p>I can explore how to make tints by adding white and shades by adding black to make colours darker and lighter. I am beginning to use this in my painting.</p> <p>I can create a background using a wash.</p> <p>I can make choices about materials and tools when creating my artwork (e.g. which paint, which paintbrush, which paper is suitable for my painting).</p>	<p>I understand the difference between warm and cool colours.</p> <p>I know some key vocabulary to describe colour e.g. primary, secondary, warm and cool.</p> <p>I know the difference between the background and foreground of a painting.</p>	<ul style="list-style-type: none"> <li>Introduce O’Keeffe and discuss artwork – techniques, opinions etc. Learn about warm and cool colours. Look at Georgia O’Keeffe paintings and identify warm/cool colours within them.</li> <li>Explore colour mixing - create page of variety of warm colours and page of cool colours. Mix own paints (poster paint, watercolours). May use other media too e.g. revisit pastels</li> <li>Experiment with effects of different paints and make notes – what might they like to use in own paintings.</li> <li>Identify lighter/darker colours. Explore tints and shades and how to mix these using white and black.</li> <li>Collect own images of flowers for inspiration. Practise drawing outlines (may want to use view finders if too much detail) and focus on applying paint carefully/with control. Which brushes will you need?</li> <li>Learn about background and foreground. Look at O’Keeffe landscape paintings too. Recap warm/cool colours. Learn how to create a background using a wash.</li> <li>Plan own flower paintings inspired by O’Keeffe and making choices based on explorations.</li> <li>Create final piece with choice of size/ paint.</li> </ul>	<p>Background Foreground Warm colours Cool colours Tints Shades</p>
<p><b>Developing ideas</b></p>				
<p>I can use sketchbooks to plan a sculpture through drawing.</p> <p>I can use a sketchbook to record media explorations and experimentations.</p> <p>I can use a sketchbook to plan, build colour knowledge and collect source material for future works (e.g. images).</p> <p>I can make notes in a sketch book about techniques explored by me or used by artists</p>				

<b>YEAR 4</b>	<b>Skills to be covered</b> What should the children be able to do?	<b>Knowledge to be covered</b> What should the children know?	<b>Suggested activities and resources</b>	<b>Vocabulary</b>
<p>Autumn Term</p> <p><b>Skyscapes</b></p> <p>Focus artists: Claude Monet, Vincent Van Gogh, JMW Turner</p>	<p><b>Painting:</b> I can mix colours, tints and shades with increasing confidence.</p> <p>I can use light and dark within a painting.</p> <p>I can mix and use colour to reflect mood/create atmosphere.</p> <p>I can confidently control the types of marks I make and can experiment with different effects including different brush strokes.</p>	<p>I can make some comparisons between artists e.g. Monet and Van Gogh (e.g. style, medium, use of colour, brush strokes)</p> <p>I can identify the impressionism.</p> <p>I am beginning to understand and use specific colour language e.g. secondary colour, tint, shade.</p> <p>I understand that different colours can create different moods/ atmosphere</p>	<ul style="list-style-type: none"> <li>Look at Van Gogh's Skyscapes/ landscapes, Turner seascapes and range of Claude Monet's paintings including those of the same subject at different times of day (e.g. Haystacks) – how colour is used to reflect mood?</li> <li>Explore tint, tone, shade and how these can be used to create different moods/atmosphere</li> <li>Explore different brushstrokes and creating textures in painting</li> </ul>	<p>Impressionist</p> <p>Mood</p> <p>Tone</p> <p>Tint</p> <p>Shade</p> <p>Subject</p> <p>Landscape</p> <p>Skyscape</p>
<p>Spring Term</p> <p><b>Still Life</b></p> <p>Focus artists: Giorgio Morandi</p>	<p><b>Drawing:</b> I can explore different grades of pencils to create different effects and marks, and am beginning to show consideration in the choice of pencil grade I use for my work.</p> <p>I can identify and draw the effect of light on an object.</p>	<p>I understand what is meant by 'still life' artwork.</p> <p>I am beginning to develop an awareness of composition.</p> <p>I am developing my understanding scale and proportion.</p>	<ul style="list-style-type: none"> <li>What is still life? Look at still life artwork by different artists and identify features.</li> <li>Explore different grades of pencil – e.g. 2H, HB, 2B, 4B, 6B, 8B and different shading technique. Practise applying within a shape - linked to Morandi</li> <li>Draw real objects from observation. Focus on showing light and shadow.</li> <li>Draw the same subject 4 times, each time using different media and attempting to show light/shadow e.g.</li> </ul> 	<p>Still Life</p> <p>Tone</p> <p>Texture</p> <p>Stippling</p> <p>Hatching</p> <p>Cross-hatching</p> <p>Proportion</p>

	<p>I can explore and use some different shading techniques e.g. stippling, hatching.</p>		<p>pencil, biro, charcoal. Annotate success.</p>  <ul style="list-style-type: none"> <li>• Look at artist compositions – learn how to sketch out still life composition looking at small number of objects. Evaluate success and think about how to improve.</li> <li>• Create own composition (not using many objects) e.g. crockery, jugs, vases. – which arrangement works well?</li> </ul>	
<p>Summer Term</p> <p><b>Canopic Jars</b></p> <p>Focus artists: Katharine Morling</p>	<p><b>Sculpture:</b> I can use scoring and a slip to join pieces of clay.</p> <p>I can model over an armature e.g. a wire or newspaper frame for Modroc.</p> <p>I can explore different media (clay, Modroc) and am beginning to choose appropriate media to work with.</p>	<p>I know a number of natural/manmade materials that can be used for sculpture (clay, metal, wood, bronze, stone, plastic, wire, plaster, ivory etc.)</p> <p>I can compare the properties of different materials (clay, Modroc)</p> <p>I understand how natural clay becomes a ceramic</p>	<ul style="list-style-type: none"> <li>• Study Canopic jars and different animals (gods) used in artefacts – may do some drawing in sketchbooks to support planning later (considering complexity)</li> <li>• Explore pinch, slab and coil techniques</li> <li>• Experiment with creating different surface patterns and textures (clay)</li> <li>• Learn how to use scoring and a slip to join pieces of clay e.g. make an animal head</li> <li>• Explore using Modroc with different materials/making an armature e.g. foil, newspaper, wire, plastic lids/pots.</li> <li>- Compare qualities to clay, which would work best for head/jar?</li> <li>• Design and make Canopic jar using chosen materials.</li> <li>• Stick photo then use sketchbook to try out different colours/ideas before paintings:</li> </ul>	<p>Sculptor Malleable Coil Score Slip Armature</p> <p>Naming some materials that can be used for sculpture (e.g. clay, stone, metal, wood, plastic, wire, plaster)</p>






**Developing ideas**

I am building confidence using a sketchbooks to plan a sculpture, including which materials to use and how to join parts.

I can use a sketchbook to experiment and try out ideas, build colour knowledge, plan colours and collect source material for future works.

I can use a sketch book to consider how to adapt and improve original ideas.

Year 5	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Suggested activities and resources	Vocabulary
<p>Autumn Term</p> <p><b>Wire Sculptures</b></p> <p>Focus artists: Anish Kapoor</p>	<p><b>Sculpture:</b> I can manipulate wire to create a 2D shape</p> <p>I can explore and find ways to combine or join pieces of wire e.g. wrap, twist, knot, plait etc.</p> <p>I can design and make a 3D sculpture using wire</p>	<p>I know that artists use different media/medium and I can name a number of materials that can be used to make sculptures</p> <p>I know that sculptures are 3D</p>	<ul style="list-style-type: none"> <li>• <i>What is sculpture? What does a sculptor do? Do you know the names of any? Have you seen any? Discuss materials used.</i></li> <li>• <i>Introduce Anish Kapoor. Learn about background and artwork. Discuss Orbit in Olympic Park, London. Use information sheets/chrome books to create a factfile poster.</i> <i>Compare some of his sculptures e.g. Tall Tree and the Eye, Cloud Gate and Orbit – what’s the same? What’s different? What would you name this piece? What do you see? What would you name the piece? What do you think it is made from?</i></li> <li>• <i>Experiment with wire (on own or in pairs). How many ways can you combine pieces? What patterns/textures can you create? **Chn with fine motor difficulties can start with pipe cleaners. Make a 2D shape. Make a simple 3D sculpture.</i></li> <li>• <i>Before planning - Revisit the Orbit compare it to the Eiffel Tower. <a href="https://arcelormittalorbit.com/about/about-the-arcelormittal-orbit/">https://arcelormittalorbit.com/about/about-the-arcelormittal-orbit/</a> Explore a range of wire sculptures for inspiration.</i></li> <li>• <i>Planning sculptures: Give children pretend design brief to work from – children need to create a lasting legacy in school. Locate a position where a full size version of their sculpture would go. Chn to think about these questions when designing their sculpture: 1. Where will your sculpture be located? 2. How tall will your sculpture be? 3. Will your sculpture be abstract or a distinct object? 4. What does your sculpture symbolise? 5. What is the inspiration for your sculpture? Children to then split their page into 4 and create 4 designs with labelling e.g. twisting, folding, etc</i></li> <li>• <i>Allow 2 sessions to make. Use clay as base for structure to ensure it will be secure. Chn to work from base upwards where possible</i></li> </ul>	<p>Three-dimensional Sculpture Sculptor Manipulate Scale Abstract Malleable Coil</p>

<p>Spring Term</p> <p><b>Printing Techniques –</b> Botanical Beauty</p> <p>Focus artists: William Morris</p>	<p><b>Printing:</b> I can experiment with layering 2 or more colours, including exploring reduction printing, and thinking about effective use of colour.</p> <p>I can make carve marks that show a clear print image.</p> <p>I can explore the effects of prints on some different surfaces (e.g. different papers, fabric)</p>	<p>I know about the work of William Morris and that he played an important role in the Arts and Crafts Movement</p> <p>I can talk about his style and his use of colour.</p> <p>I understand that there are different printing techniques e.g. relief, block, mono</p> <p>I am starting to identify some forms of printing e.g. books, posters pictures, fabrics</p>	<ul style="list-style-type: none"> <li>• <i>Introduction to William Morris. Resarch: Who was he? What was he famous for? What was the Arts and Crafts movement?</i></li> <li>• <i>Discuss themes in William Morris’ work; plants, animals, nature, symmetry. Discuss why he used nature (bring the outdoors inside), reflect back on prior learning of colour work. Revisit and practise mixing tints and shades using WM’s work.</i></li> <li>• <i>Revisit polystyrene press prints from KS1/mono printing. Explore colour and layering (e.g. layering two different designs or rotating original design with new colour):</i></li> </ul>  <ul style="list-style-type: none"> <li>• <i>Could experiment with mixed media e.g. watercolour background and monoprint on top.</i></li> </ul>  <ul style="list-style-type: none"> <li>• <i>Explore and create collagraphs, exploring different materials (could try plants)</i></li> <li>• <i>Introduce lino printing</i></li> <li>• <i>Explore printing onto fabric (as Morris originally worked with textiles)</i></li> <li>• <i>Reduction printing:</i></li> </ul> <div data-bbox="1099 1129 1565 1211" style="border: 1px solid black; padding: 5px;"> <p><a href="https://www.youtube.com/watch?v=Ue90s1UuGs">https://www.youtube.com/watch?v=Ue90s1UuGs</a></p> </div> 	<p>Layering Mono-printing Block-printing Lino</p>
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<p>Summer Term</p> <p><b>Kahlo Self-Portraits</b></p> <p>Focus artists: Frida Kahlo</p>	<p><b>Drawing/Painting:</b></p> <p>I can demonstrate my knowledge of some different pencil grades (e.g. to show tone, texture) and am able to show light and shadow with increasing confidence.</p> <p>I can produce increasingly accurate drawings (of people), considering scale and proportion.</p>		<ul style="list-style-type: none"> <li>Show range of portraits (variety of artists including Frida Kahlo). What type of artwork is this? Share and discuss Frida Kahlo self-portraits. What is similar about each of them? Learn about Frida's life story and how events/ feelings are portrayed through her paintings.</li> </ul> <p>- If not too scary, look at Girl with Death Mask and discuss Mexican festival 'Dia de los Muertos'</p> <p><a href="https://www.kahlo.org/girl-with-death-mask/">https://www.kahlo.org/girl-with-death-mask/</a> Look at images of festival face paint – chn may want to take some of this imagery as inspiration for the own artwork.</p> <p>*Children to bring in a photograph of themselves*</p> <ul style="list-style-type: none"> <li>Self-portrait drawing lesson – Discuss proportion of the human face (using guidelines) and revisit some sketching methods (from Year 4). Children to work from photographs and sketch self-portraits. Explicitly model importance of using close-observation and trusting relationship of what the eye sees and what the pencil draws rather than glancing at their photos once in a while and making the rest up from memory.</li> <li>Discuss/recap symbolism in paintings. Look at 'Self-Portrait with Thorn Necklace and Hummingbird' for inspiration. Children to think about background (refer to Frida portraits e.g. leaves) and personal symbols they might like to include.. They may include an animal to show a characteristic of their personality e.g. lion for brave, hyena for funny, swan for graceful. Collect images - in sketchbook to refer to.</li> <li>Once portrait has been sketched, use watercolours to colour wash the main sections of the painting. Don't colour any small details yet.</li> <li>May want to include small exploration of qualities of watercolours and premixed poster paints. Then children to complete paintings, choosing paints (or both) and have access to other resources e.g. pastels, pens for outlining. Allow 2 sessions for completing self-portraits if possible to allow time for detail, some shading etc.</li> </ul>	<p>Self-portrait Proportion Symbolism</p>
<p><b>Developing ideas</b></p>				

I can use a sketchbook to collect and record visual information from different sources.

I can use a sketchbook to experiment and try out ideas and am beginning to think about my own style.

I can use a sketchbook to plan my artwork, build colour knowledge and collect source material for future works.

I can adapt my work as and when necessary and explain why.

YEAR 6	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Suggested activities and resources	Vocabulary
Autumn Term  <b>Cubism</b> Propaganda Posters  Focus artists: Pablo Picasso George Braque	<p><b>Drawing/Colour:</b> I can work in the style of a selected artist (not copying).</p> <p>I can confidently choose colours for different purposes and effects.</p> <p>I can draw for a sustained period of time (may be over more than one session).</p> <p>I can select (they may mix) suitable media within a single piece and justify my choices.</p>	<p>I know what Cubism is and the impact it had on the art world.</p> <p>I have a good understanding of the colour wheel and the effects that colours have when they are used together e.g. primary and secondary, warm and cool, complimentary, harmonious</p>	<ul style="list-style-type: none"> <li>• <i>Introduce Picasso. Look at Guernica by Picasso – pull apart and looking at what Cubism is. Look at other cubist artwork examples and discuss/ ask questions. Discuss emotions.</i></li> <li>• <i>Drawing – draw objects in non-cubist style and convert to cubist style. Drawing from observation – real life objects. What is success criteria for creating cubist artwork?</i></li> <li>• <i>Colour theory - complimentary/warm, cool etc.</i></li> <li>• <i>Painting skills – colour choices and straight lines</i></li> <li>• <i>Look at propaganda posters and creat ideas of own. 2-4 ideas then convert one to cubist style.</i></li> <li>• <i>Explore different drawing media, including experimenting with mixed media. Chn to choose which they liked most and decide which to use (or combine) for final piece.</i></li> </ul> <p>Art Deco Architecture (between the World Wars)</p>	Cubist Cubism Style Purpose Visual elements Tertiary Colours

<p>Spring Term</p> <p><b>Resist Techniques</b></p> <p>Focus artists: Thetis Blacker</p> <p>Indonesian and African influences</p>	<p><b>Textiles:</b> I can explore and compare different resist techniques e.g. cellotape, crayon, wax</p> <p>I can compare different fabrics and the effect of batik on them.</p>	<p>I understand what 'resist art' is.</p> <p>I know about the origins of batik and how it is used now.</p> <p>I know about the work of Thetis Blacker and that she was a local artist.</p>	<ul style="list-style-type: none"> <li>• <i>What is batik? Where did it originate? What is this technique used for? Who is Thetis Blacker?</i></li> <li>• <i>Introduction to resist techniques. What does this mean? Explore different media and materials e.g. wax sticks, wax crayons, tape, watercolours, ink etc.</i></li> <li>• <i>Look at examples from Indonesia and Africa. Discuss patterns and colours. Collect inspiration.</i></li> <li>• <i>Try out batik with different fabrics (e.g. cotton, calico, silk). Compare qualities and decide which to use for final piece.</i></li> </ul>	<p><b>Resist techniques</b> <b>Batik</b> <b>Textiles</b> Naming some materials (e.g. cotton, silk, calico)</p>
<p>Summer Term</p> <p><b>Landscapes</b></p> <p>Focus artists: Claude Monet, David Hockney, John Constable</p> <p>Local artist: David Tribe</p>	<p><b>Painting:</b> I can mix colour (including tints, tones, shades) with confidence building on previous knowledge. I can use paler tints and darker shades to make objects seem further away or closer.</p> <p>I can consider the levels of detail relevant to different parts of a painting (e.g. more detail in foreground).</p> <p>I can work in a sustained and independent way to begin to develop my own style of painting (e.g. though use of colour).</p>	<p>I know what a landscape is and can name some landscape artists.</p>	<ul style="list-style-type: none"> <li>• <i>Explore artists and artwork – discuss using art vocabulary including perspective and proportion. Discuss colour and detail in different parts of painting. Compare artist's styles and use of colour. Which do you like most?</i></li> <li>• <i>Children gather and stick pictures of artwork/chosen artist that they are inspired by. Mix and match colours using paint – looking at different parts of the painting, exploring tints, tones, shades. Explore qualities of different paints including oil paints. Could create small/basic landscapes.</i></li> <li>• <i>Use tints, tones, shades to paint simple landscape</i></li> <li>• <i>Opportunities to develop simple perspective in chn's work using a focal point and horizon. River mole sketching – learning about and including foreground/ background.</i></li> <li>• <i>Roughly sketch/plan own landscape. Practise using media of choice, including colour mixing. Evaluate and annotate adaptations/improvements</i></li> <li>• <i>Final painting deciding on scale.</i></li> </ul>	<p><b>Perspective</b> Proportion Observation <b>Landscape</b> Tint Tone Shade Background Foreground</p>

### **Developing ideas**

I can use a sketchbook to collect and record visual information from different sources.

I can confidently use a sketchbook to experiment, plan my ideas, demonstrate colour knowledge and collect source material for future works. I am beginning to demonstrate my own style.

I can confidently annotate work in sketchbook.

I can adapt my work as and when necessary and explain why.