

Art LTP 2023 - 2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Key Skills: Drawing and Painting</p>		<p>Mixed Media: Collage, printing, digital art, paint</p>		<p>Sculpture</p>	
Nursery	<p>Me and My Community</p> <p><u>Collecting, Arranging, Drawing</u></p> <p>Students curate their own collection by selecting objects and arrange them in a cardboard box. They will go on to draw their personalised collections. Children will end up with totally unique drawings, whilst experimenting with new materials and practising their hand-eye co-ordination</p>		<p>Build it Up</p> <p><u>Using our Imaginations: Imaginary Landscapes</u></p> <p>This activity begins by inviting pupils to make marks directly into paint using their fingers and other mark-making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages.</p>		<p>Big Wide World</p> <p><u>Transforming Objects</u></p> <p>Working with 3d objects, pattern and mark-making, familiarity of shapes, transformation of objects, naming colours and familiarity with natural objects such as acorns, conkers and seeds.</p>	
Reception	<p>Me and My Community</p> <p><u>Collecting, Arranging, Drawing</u></p> <p>Students curate their own collection by selecting objects and arranging them in a cardboard box. They will go on to draw and then paint their personalised collections. Children will end up with totally unique drawings, whilst experimenting with new materials and practising their hand-eye co-ordination</p>	Long Ago	<p>Build it Up</p> <p><u>Using our Imaginations: Imaginary Landscapes</u></p> <p>This activity begins by inviting pupils to make marks directly into paint using their fingers and other mark-making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages</p>	Dangerous Dinosaurs	<p>Big Wide World</p> <p><u>Transforming Objects</u></p> <p>Working with 3d objects, pattern and mark-making, familiarity of shapes, transformation of objects, naming colours and familiarity with natural objects such as acorns, conkers and seeds.</p>	Creep, Crawl and Wriggle
Year 1 Chaffinch	<p>Life at the beach</p> <p><u>Spirals</u></p> <p>Using drawing, collage and mark-making to</p>	Hospitals and Healthcare	<p>My life, My school</p> <p><u>Exploring Watercolour</u></p> <p>Exploring watercolour and discovering we can</p>	Our local park	<p>Famous for more than 5 minutes</p> <p><u>Playful Making</u></p>	Our school environment

	<p>explore spirals. Introducing sketchbooks.</p> <p>Understand drawing is a physical activity.</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p>		<p>use accidental marks to help us make art.</p> <p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p>		<p>Exploring materials and intention through a playful approach</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy</p>	
Year 2 Kingfisher	<p>Then and Now</p> <p>Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through</p>	Toys through time	<p>My local area and Mexico</p> <p>Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life.</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p> <p>Explore colour mixing through gestural mark making, initially working</p>	My local area and Mexico	<p>The Great Fire of London</p> <p>Stick Transformation Project Explore how you can transform a familiar object into new and fun forms.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p>	Investigating Weather and Climate

	arranging, sorting & representing.		without a subject matter to allow exploration of media. Experiment with using home made tools. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.			
Year 3/4 Owl	<p>Ancient Greece</p> <p><u>Storytelling through drawing and painting</u></p> <p>In this pathway children explore how we can create sequenced imagery to share and tell stories. The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.</p> <p>There is then a choice of two projects: the first explores the creation of an accordion book - inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.</p> <p>In the other option children draw upon graphic novels and make a comic strip style telling of a piece of poetry</p>	Ancient Greece	<p>Italy</p> <p><u>Cloth, thread, paint</u></p> <p>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home made tools.</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.</p>	Local Area	<p>Ancient Egypt</p> <p><u>Festival Feasts</u></p> <p>Explore how you can transform a familiar object into new and fun forms.</p> <p>That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.</p>	Bee Conservation
Year 4/5 Kestrel	<p>Ancient Greece</p> <p><u>Exploring Still Life</u></p>	Ancient Greece	<p>Italy</p> <p><u>Making Monotypes</u></p>	Rivers	<p>Mayans</p> <p><u>Set Design</u></p>	Biomes and Ecosystems

	<p>In this pathway children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects, and then go on to explore a project, either working in collage, photography and paint, clay relief, or graphic still life.</p> <p>Along the way children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p>		<p>Explore how artists use a variety of media to capture spirit. Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p> <p>Explore how print is combined with paint and collage to create a cohesive artwork.</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy</p>		<p>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> <p>Understand that set designers can design/make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.</p>	
Year 6 Eagle	<p>Mayans</p> <p>Exploring Identity</p> <p>Children explore their identity within their art.</p> <p>Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p>	Mayans	<p>Biomes and Ecosystems</p> <p>Activism</p> <p>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p>	USA	<p>Britain at War</p> <p>Miniature Models</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation.</p> <p>Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention</p>	Local Study

	<p><i>Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.</i></p>		<p><i>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</i></p>			
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