















Planning a sequence of learning:

- Opportunities to research & develop ideas
- Experiment in sketchbooks- use different media, tools etc and imitate the style of a specific artist
- Revisit previous vocabulary taught in the same strand from the previous year
- Master techniques & develop ideas- practise and build on skills and apply to a final 'hot task'
- Evaluate own work and that of others.
- Consider how our drivers can be interwoven: Rich V Poor, Equality (inc gender & race), Religion, Migration & Culture
- *Vocabulary to be taught and revisited from the previous year is in **BOLD***

Key Concepts	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
STRAND: Investigating, exploring and evaluating	Through opportunities for exploratory play in continuous provision and planned learning experiences, EYFS children will:	Review what I have done and say what I like about it. Talk about the style of a famous artist's work	Compare the work of two artists and say what I like or dislike.	Compare the differences and similarities between the work of two artists.	Show an understanding of how artists from different cultures and historical periods, develop and represent their ideas.	Identify how artists from different cultures have influenced their own work.	Show appreciation of the work of local, national and international artists, designers and craft workers from different cultures and historical periods.
STRAND: Drawing	<p>Concepts – line, shape, pattern & colour</p> <p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story – events, people & objects</p> <p>Investigate different lines</p> <p>Explore different textures</p> <p>Encourage accurate drawings of people</p> <p>Experimenting with and using primary colours</p> <p>Combine different media</p> <p>Naming & mixing (by experimenting not formal)</p> <p>Use particular colours for a purpose</p> <p>Learn the names of different tools that bring colour</p>	<p>Theme: Picasso (ARTIST)</p> <p>Concepts – line, shape, colour</p> <p>Explore making different marks e.g. dots, dashes, scribbles, sweeping lines, wavy lines, and straight lines using pencils, chalk, pastels etc</p> <p>Use lines to draw shapes and objects from observation or imagination</p> <p>Create a portrait in a Cubist style</p> 	<p>Theme: Lowry (ARTIST)</p> <p>Concepts – line, tone, shape, colour</p> <p>Use line and tone to draw objects from observation</p> <p>To draw using pen with water and create a wash</p> <p>Draw the outline of a simple figure with an appropriate pen or pencil</p> <p>Create an industrial landscape in the style of Lowry</p> <p>First Hand experience – Lowry trip</p> 	<p>Theme: Giuseppe Arcimboldos (ARTIST)</p> <p>Concepts – line, shape, tone, colour</p> <p>Use different types of lead pencil to scribble, shade (hatch and cross hatch), dot, dash, circle and spiral.</p> <p>Use line, tone and shade to represent things observed (observational fruit drawings whole & cross section)</p> <p>Use a viewfinder to isolate sections to observe finer details</p> 	<p>Theme: Linked to Egyptian pot</p> <p>Concepts – line, shape, tone, colour</p> <p>To select and record observations of pattern and shape using influences from Egyptian tomb art.</p> <p>Create simple observational drawings</p> <p>Smudge using pastels</p> <p>Develop skills of sketching, colouring, smudging, putting on detail and outlining to create a final piece</p> <p>First hand experience – Bolton museum – Egyptian art</p> 	<p>Theme: Victorian Artefacts (ARTIST)Giorgio Morandi</p> <p>Concepts – line, shape, tone, form, space</p> <p>Control depth of colour by applying different pressure on the pencil tip or side</p> <p>Plan and use different pressures, with a range of materials, to produce a picture working from light to dark.</p> <p>Use shading and smudging techniques</p> <p>Create a composition or more than one artefact and use appropriate light & dar</p> 	<p>Theme: World War 2 – Everything in Perspective</p> <p>Concepts – line, shape, tone, form, space</p> <p>Combine a variety of drawing, tools and processes e.g. pens, pencils, charcoal, pastels, inks,</p> <p>Use hard and soft lines to record detail in the distance and foreground, and create shadow.</p> <p>Use perspective by making images appear further away by making them smaller</p> <p>Make parallel lines appear to converge as they get further away from the viewer.</p> 

<p>STRAND: Painting</p>	<p>Use a range of tools to make coloured marks on paper</p>	<p>Theme: Debbie Miller (ARTIST) Concepts – shape, colour, texture</p> <p>Explore different hues by mixing colours.</p> <p>Understand that when 2 colours are mixed a new colour is made</p> <p>Make marks using a range of tools e.g. brushes, palette knife, glue stick, finger, cocktail stick and cotton buds.</p> <p>Use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</p> 	<p>Theme: Kandinsky (ARTIST) Concepts – shape, colour, texture, pattern</p> <p>Identify the primary colours needed to mix all secondary colours.</p> <p>Know that blue, yellow and red make brown</p> <p>Select the correct brush size to paint concentric circles.</p> <p>Use materials with paint to create different textures, including controlling paint and water.</p> 	<p>Theme: Van Gogh (ARTIST) Concepts – shape, colour, tone, texture</p> <p>Create a colour wheel to identify and make , primary, secondary and tertiary colours</p> <p>Identify contrasting and harmonising colours.</p> <p>Explore with the use of texture in colour eg, glue, sawdust, sand, glitter etc</p> <p>See 'thecraftyclassroom.com'</p> 	<p>Theme: Monet (ARTIST) Concepts – shape, colour, tone, texture</p> <p>Use knowledge of colour families to create contrast.</p> <p>Create tints by adding white, tones by adding grey and shades by adding black to primary colours</p> <p>Apply colour in a suitable way to imitate an artist eg dotting, blending, scratching</p> 	<p>Theme: Henri Rousseau (ARTIST) Concepts – shape, colour, tone, texture</p> <p>Experiment with tints tones and shades of secondary colours (revisit vocab)</p> <p>Mix a range of green hues</p> <p>Use a range of brush strokes to indicate changes in shape and form.</p> <p>Use paint to represent objects in different ways e.g. to show light that comes from more than one source. Highlights – areas that are strongly lit</p> 	<p>Theme: Tilly Willis (ARTIST) Concepts – shape, colour, tone, texture, space</p> <p>Create a colour palette based upon the work of an artist.</p> <p>Experiment with tints, tones and shades (12 variants)</p> <p>Layer colours to create depth of colour and tone, and add detail to background colours.</p>  <p>Experiment with different effects and textures including blocking in colour, washes, and thickened paint (creating textural effects, adding depth and distance).</p>
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<p>STRAND: Modelling</p>	<p>Concepts –Shape & texture</p> <p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p>		<p>Theme: Habitats Andy Goldsworthy (ARTIST) Concepts –pattern, shape, form, texture</p> <p>Shape and join clay to make a thumb pot, using slip and impress prints.</p> <p>Recreate prints and patterns based on the surface of natural and man-made products, using a range of tools.</p>	<p>Theme: The Romans Concepts –pattern, shape, form, texture</p> <p>Roll and shape clay to produce relief tiles.</p> <p>Select the appropriate tools to create relief and radiating patterns.</p>	<p>Theme: Egyptian pot Concepts –pattern, shape, form, texture</p> <p>Roll, shape & join clay to produce a coil pot</p> <p>Use tools to create surface texture and impressions.</p> <p>Apply a range of techniques to the surface of the clay e.g. spraying, stippling and sponging.</p> 	<p>Theme: Alberto Giacometti (ARTIST) Concepts – shape, form, texture</p> <p>Create free-standing 3D models.</p> <p>Use a wide-range of techniques to join, combine and shape clay and wire</p> 	<p>Theme: Clarice Cliff (CRAFT-MAKER) Concepts –pattern, shape, form, texture</p> <p>Shape and form clay to produce a slab pot or container based on a basis 3-D shape.</p> <p>Manipulate and decorate clay, using a variety of techniques e.g. coiling, modelling, carving, impressing and slip trailing.</p>
<p>STRAND: Printing</p>	<p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p> <p>Experiment and copy repeating patterns</p>	<p>Theme: William Morris (DESIGNER) Concepts –colour, pattern, shape, texture</p> <p>Print with a range of hard and soft materials</p> <p>To build repeating patterns</p> <p>Recognise patterns in the environment</p> <p>Use a roller to apply ink</p> <p>Make a simple print experimenting with colour</p>			<p>Theme: Andy Warhol (DESIGNER) Concepts –colour, pattern, shape, texture</p> <p>Create and use shapes of patterns in different cultures and times.</p> <p>Talk about geometric, symmetrical and asymmetrical patterns.</p> <p>Create surface texture using rollers, engraving and by printing from an inked surface.</p> <p>Make a 2-paper stencil and a 2-paper block print.</p>		