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|  | **Autumn** | **Spring** | | **Summer** | | **Optional Additional Unit** | |
| **EYFS** | Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be  combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. Use simple tools and techniques competently and appropriately. Create simple representations of events, people and objects. Choose particular colours to use for a purpose. Artists to explore detailed in overview. | | | | | | |
| **Year 1** | Tracy Emin  Sculpture | Lieve Verschuier  Painting/Sketching/Collage | | Pablo Picasso  Painting/Digital Art | | Claude Monet  Painting/Outdoor Art | |
| **Year 2** | Gunta Stölzl  Textiles | Andy Goldsworthy  Collage/Sculpture/  Outdoor Art | | Yayoi Kusama  Printing | | Keith Haring  Painting/Digital Art | |
| **Year 3** | Iris Scott  Painting | Gary Drostle  Mosaic/Collage | | Andy Warhol  Printing/Sculpture | | Kehinde Wiley  Portrait Painting | |
| **Year 4** | Quentin Blake  Painting (watercolour) | Julian Opie  Digital Art | | Vivienne Westwood  Textiles | | Henri Rousseau  Collage/Painting | |
| **Year 5** | Alberto Giacometti  Sculpture | Peter Thorpe  Painting | | David Hockney  Digital Art/Sculpture | | Hayao Miyazaki  Painting/Digital Art | |
| **Year 6** | William Morris  Printing/Textiles | Banksy  Painting/Stencils | | Salvador Dali  Sculpture | | LS Lowry  Painting and Sketching | |
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| Skills Coverage | | Sculpture/3D | Painting | Digital Art | Collage | Printing | Textiles |

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| **Year 1** | **Autumn** | **Spring** | **Summer** | **Optional Additional Unit** |
| **Artist Focus** | Tracy Emin | Lieve Verschuier | Pablo Picasso | Claude Monet |
| **Focus Skills** | Sculpture | Painting  Sketching  Collage | Painting  Digital Art | Painting  Outdoor Art |
| **Possible**  **Outcome** | A clay sculpture of a penguin | Various Pudding Lane Scenes | Self Portrait in the style of Picasso | Painting of an area of school in the style of Monet |
| Skills | | | | |
| Exploring and Developing Ideas | Record and explore ideas from first-hand observations, experience, and imagination.  Explore ideas and collect visual information.  Ask and answer questions about their work.  Explore and develop ideas, try things, and change their minds. | | | |
| Evaluating and Developing Work | Review what they and others have done, saying what they think and feel about it. (annotated sketchbook)  Identify what they may change or improve about their work.  Identify how they will develop future work. | | | |
| Artists, designers and sculptures | Describe the work of notable artists, artisans and designers.  Use some of the ideas of artists studied to create pieces. | | | |
| Drawing Skills | Experiment with a variety of media (pencils, crayons, pastels, charcoal etc)  Control types of marks made.  Use a sketchbook to gather and collect.  Draw from observation.  Draw on different surfaces  Observe and draw shapes from observations.  Invent new shapes.  Investigate tone: light/dark lines, light/dark patterns, light/dark shapes.  Show different tones using coloured pencils  Investigate textures by describing, naming, rubbing and copying. | | | |
| Specific Skills | * Manipulate malleable materials in a variety of ways including rolling and kneading. * Explore sculpture with a range of malleable media (clay, playdoh, salt dough) * Understand the safety and basic care of materials and tools. * Form - experiment with constructing and joining recycled, natural and manmade materials. * Use simple 2-D shapes to create a 3-D form. | * Use a variety of tools and techniques including different brush sizes. * Mix and Match colours. * Work on different scales * Experiment with tools and techniques * Identify primary and secondary colours by name. * Mix primary shades and tones. * Mix secondary colours | * Explore ideas using digital media. * Use a simple graphics package to create images and effects. * Change size of lines and brushes. * Use shape, eraser and fill tools. * Use simple filters to manipulate images | * Use a variety of tools and techniques including different brush sizes. * Mix and Match colours. * Work on different scales * Experiment with tools and techniques * Identify primary and secondary colours by name. * Mix primary shades and tones. * Mix secondary colours |

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| Year 2 | Autumn | Spring | Summer | Optional Additional Unit |
| **Artist Focus** | Gunta Stölzl | Andy Goldsworthy | Yayoi Kusama | Keith Haring |
| **Focus Skills** | Textiles | Collage  Sculpture  Outdoor Art | Printing | Painting  Digital Art |
| **Possible**  **Outcome** | Woven Fabric | Various outdoor art pieces using natural materials | A printed piece inspired by Yayoi Kusama |  |
| **Exploring and Developing Ideas** | Record and explore ideas from first-hand observations, experience, and imagination.  Explore ideas and collect visual information.  Ask and answer questions about their work.  Explore and develop ideas, try things, and change their minds. | | | |
| **Evaluating and Developing Work** | Review what they and others have done, saying what they think and feel about it. (annotated sketchbook)  Identify what they may change or improve about their work.  Identify how they will develop future work. | | | |
| **Artists, designers and sculptures** | Describe the work of notable artists, artisans and designers.  Use some of the ideas of artists studied to create pieces. | | | |
| **Drawing Skills** | Experiment with a variety of media (pencils, crayons, pastels, charcoal etc)  Control types of marks made.  Use a sketchbook to gather and collect.  Draw from observation.  Draw on different surfaces  Observe and draw shapes from observations.  Invent new shapes.  Investigate tone: light/dark lines, light/dark patterns, light/dark shapes.  Show different tones using coloured pencils  Investigate textures by describing, naming, rubbing and copying. | | | |
| **Specific Skills** | * Match and sort fabrics and threads for colour, texture, length, size and shape * Change and modify threads and fabrics, knotting, fraying, fringing, pulling, twisting, plaiting. * Cut and shape fabric using scissors/snips. * Apply shapes with glue or simple stitches. * Apply decoration using beads, buttons, feathers etc. * Colour – Apply colour with printing, dipping, fabric crayons. * Texture – Create fabrics by weaving materials | * Create images from a variety of media * Arrange materials on different backgrounds. * Sort and group materials for different purposes e.g. colour, texture * Work on different scales * Colour - collect, sort, name match colours appropriate for an image * Shape - create and arrange shapes appropriately * Texture – create, select and use textured materials for an image | * Print with a range of hard and soft materials (corks, pen barrels, sponge) * Make simple marks on rollers and printing palettes. * Take simple prints (mono printing) * Roll printing ink over found objects to create patterns (plastic mesh, leaves, materials * Build and recognise repeating patterns. * Create simple printing blocks. * Replicate patterns from the natural environment * Texture – make rubbings to create textures and patterns | * Use a variety of tools and techniques including different brush sizes. * Mix and Match colours. * Work on different scales * Experiment with tools and techniques * Identify primary and secondary colours by name. * Mix primary shades and tones. * Mix secondary colours |

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| **Year 3** | **Autumn** | **Spring** | **Summer** | **Optional Additional Unit** |
| Artist Focus | Iris Scott | Gary Drostle | Andy Warhol | Kehinde Wiley |
| Focus Skills | Painting | Mosaic  Collage | Printing  Sculpture | Portrait Painting |
| Possible  Outcome | Finger Painting inspired by Stone Age Cave Paintings | A mosaic inspired by Roman Mosaics | Fossil Printing  Clay Fossils | A portrait in the style of Kehinde Wiley |
| Skills | | | | |
| Exploring and Developing Ideas | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Adapt and refine ideas throughout artistic processes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Collect information, sketches and inspiration. | | | |
| Evaluating and Developing Work | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | | | |
| Artists, designers and sculptures | Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Begin to imitate and replicate work of artists  Create original pieces that are influenced by studies of others. | | | |
| Drawing Skills | Experiment with ways in which surface detail can be added to drawings.  Use journals to collect and record visual information from different sources.  Draw for a sustained period of time at an appropriate level.  Make marks and lines with a wide range of drawing implements  Experiment with different grades of pencil and other implements to create lines and marks.  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension.  Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way.  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing. | | | |
| Specific Skills | * Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects * Work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task. * Colour - mix colours and know which primary colours make secondary colours. * Experiment with creating mood with colour. | * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures * Use collage as a means of collecting ideas and information and building a visual vocabulary | * Create printing blocks using a relief or impressed method. * Create repeating patterns. * Print with two colour overlays. * Make precise repeating patterns. * Replicate patterns observed. | * Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects * Work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task. * Colour - mix colours and know which primary colours make secondary colours. * Experiment with creating mood with colour. |

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| **Year 4** | **Autumn** | **Spring** | **Summer** | **Optional Additional Unit** |
| Artist Focus | Quentin Blake | Julian Opie | Vivienne Westwood | Henri Rousseau |
| Focus Skills | Painting (Focus on watercolour) | Digital Art | Textiles | Collage  Painting |
| Possible  Outcome | An illustration in the style of Quentin Blake (link with English?) | An album cover of a song covered in music/written in music | An upcycled item of clothing | A rainforest piece in the style of Henri Rousseau |
| Skills | | | | |
| Exploring and Developing Ideas | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Adapt and refine ideas throughout artistic processes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Collect information, sketches and inspiration. | | | |
| Evaluating and Developing Work | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook. | | | |
| Artists, designers and sculptures | Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  Begin to imitate and replicate work of artists  Create original pieces that are influenced by studies of others. | | | |
| Drawing Skills | Experiment with ways in which surface detail can be added to drawings.  Use journals to collect and record visual information from different sources.  Draw for a sustained period of time at an appropriate level.  Make marks and lines with a wide range of drawing implements  Experiment with different grades of pencil and other implements to create lines and marks.  Experiment with different grades of pencil and other implements to draw different forms and shapes.  Begin to show an awareness of objects having a third dimension.  Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way.  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing. | | | |
| Specific Skills | * Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects * Work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task. * Colour - mix colours and know which primary colours make secondary colours. * **Use watercolour paint to produce washes for backgrounds.** * Experiment with creating mood with colour. | * Record and collect visual information * Present recorded visual images using software. * Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision. * Change the type of brush to an appropriate style. * Create shapes by making selections to cut, duplicate and repeat. * Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose | * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects * Match the tool to the material * Develop skills in stitching, cutting and joining. * Experiment with paste resist. * Create weavings. * Use a basic stitch.. | * Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures * Use collage as a means of collecting ideas and information and building a visual vocabulary |

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| **Year 5** | **Autumn** | **Spring** | **Summer** | **Optional Additional Unit** |
| Artist Focus | Alberto Giacometti | Peter Thorpe | David Hockney | Hayao Miyazaki |
| Focus Skills | Sculpture | Painting | Digital Art  Sculpture | Painting  Digital Art? |
| Possible  Outcome | A wire sculpture of ‘people in action’. | Space artwork inspired by Peter Thorpe |  | An anime style portrait |
| Skills | | | | |
| Exploring and Developing Ideas | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | | | |
| Evaluating and Developing Work | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in a sketchbook. | | | |
| Artists, designers and sculptures | Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles. | | | |
| Drawing Skills | Work from a variety of sources including observation, photographs and digital images.  Work in a sustained and independent way to create a detailed drawing.  Develop close observation skills using a variety of view finders.  Use a journal to collect and develop ideas.  Identify artists who have worked in a similar way to their own work.  Lines, Marks, Tone, Form & Texture  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Experiment with wet media to make different marks, lines, patterns, textures and shapes.  Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media  Perspective and Composition  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition. | | | |
| Specific Skills | * Shape, form, model and construct from observation or imagination * Use recycled, natural and man-made materials to create sculptures. * Plan a sculpture through drawing and other preparatory work * Develop skills in using clay inc. slabs, coils, slips, etc * Produce intricate patterns and textures in a malleable media | * Develop a painting from a drawing * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music * Colour - Mix and match colours to create atmosphere and light effects * Be able to identify and work with complementary and contrasting colours | * Record, collect and store visual information using digital cameras etc * Present recorded visual images using software e.g. Photostory, Powerpoint * Use a graphics package to create and manipulate new images * Be able to Import an image (scanned, retrieved, taken) into a graphics package * Understand that a digital image is created by layering * Create layered images from original ideas | * Develop a painting from a drawing * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music * Colour - Mix and match colours to create atmosphere and light effects * Be able to identify and work with complementary and contrasting colours |

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| **Year 6** | **Autumn** | **Spring** | **Summer** | **Optional Additional Unit** |
| Artist Focus | William Morris | Banksy | Salvador Dali | LS Lowry |
| Focus Skills | Printing  Textiles | Painting  Stencils | Sculpture | Pointillism (Painting) |
| Possible  Outcome | A piece of Victorian Style Wallpaper | A piece of artwork inspired by Banksy |  | A landscape painting of an area of our community. |
| Skills | | | | |
| Exploring and Developing Ideas | Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | | | |
| Evaluating and Developing Work | Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in a sketchbook. | | | |
| Artists, designers and sculptures | Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles. | | | |
| Drawing Skills | Work from a variety of sources including observation, photographs and digital images.  Work in a sustained and independent way to create a detailed drawing.  Develop close observation skills using a variety of view finders.  Use a journal to collect and develop ideas.  Identify artists who have worked in a similar way to their own work.  Lines, Marks, Tone, Form & Texture  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Experiment with wet media to make different marks, lines, patterns, textures and shapes.  Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work.  Start to develop their own style using tonal contrast and mixed media  Perspective and Composition  Begin to use simple perspective in their work using a single focal point and horizon.  Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition. | | | |
| Specific Skills | * Create printing blocks by simplifying an initial journal idea * Use relief or impressed method * Create prints with three overlays * Work into prints with a range of media e.g. pens, colour pens and paints | * Develop a painting from a drawing * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music * Colour - Mix and match colours to create atmosphere and light effects * Be able to identify and work with complementary and contrasting colours | * Shape, form, model and construct from observation or imagination * Use recycled, natural and man-made materials to create sculptures. * Plan a sculpture through drawing and other preparatory work * Develop skills in using clay inc. slabs, coils, slips, etc * Produce intricate patterns and textures in a malleable media | * Develop a painting from a drawing * Carry out preliminary studies, trying out different media and materials and mixing appropriate colours * Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music * Colour - Mix and match colours to create atmosphere and light effects * Be able to identify and work with complementary and contrasting colours |

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| **EYFS** | **Autumn** | **Spring** | **Summer** |
|  | Throughout the EYFS, children have many opportunities to develop their artistic skills following their own creative interests. Children   * Explore what happens when they mix colours. * Experiment to create different textures. * Understand that different media can be combined to create new effects. * Manipulate materials to achieve a planned effect. * Construct with a purpose in mind, using a variety of resources. * Use simple tools and techniques competently and appropriately. * Select appropriate resources and adapts work where necessary. * Select tools and techniques needed to shape, assemble and join materials they are using. * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Choose particular colours to use for a purpose. * Use what they have learnt about media and materials in original ways, thinking about uses and purposes. * Represent their own ideas, thoughts and feelings through art.   Artists to explore throughout the year as appropriate:   * Giuseppe Archimboldo * Piet Mondrain * Gustav Klimt * Jackson Pollock * Roy Lichtenstein * Wassily Kandinsky | | |