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**Planning and Progression: Art**

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| **Topics** | **FS** | **Y1/2** | **Y3/4** | **Y5/6** |
| My World, Seasons and CelebrationsWonderful weather, We are heroesTerrific tales, Watch it grow | CYCLE ALondonTransportMe On My MapBridgesWater’s Edge | CYCLE BPuppetsHistory of ToysExplorersGrimsby and IndiaVictorian CleethorpesOur Seaside | CYCLE ANatural DisastersRomansTudorsAmazon RainforestAncient EgyptRivers | CYCLE BChocolate: From bean to barThe Mayan CivilisationGrimsby Heritage CentreOur Local AreaPrehistoric BritainCoastlines | CYCLE AWW2ShackletonExtreme EnvironmentsOlympic Legacies | CYCLE BTown and CountryGuy FawkesViking RaidersFair TradeKeen To Be Green |
| **Developing Ideas** | * Create collaboratively
* Share ideas, resources and skills.
* Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Use thick and thin brushes.
 | * Respond to ideas and starting points.
* Explore ideas and collect visual information.
* Explore different methods and materials as ideas develop, including technology.
 | * Develop ideas from starting points throughout the curriculum.
* Use sketchbooks to explore and develop ideas and collect information and resources.
* Adapt and refine ideas as they progress, reviewing and revisiting as appropriate.
 | * Develop and imaginatively extend ideas from starting points throughout the curriculum.
* Collect information, sketches and resources and present ideas imaginatively in a sketchbook.
* Use the qualities of materials to enhance ideas experimenting with the elements of line, tone, colour, form, texture, space and shape.
* Spot the potential in unexpected results as work progresses.
* Comment on artworks with a fluent grasp of visual language.
* Explore different techniques and effects. E.g. symmetry, rotation, distortion, stretching, melting, fragmentation, enlargement.
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| **Mastering Techniques** | **Painting*** Continue to explore colour.
* Know the primary colours and that mixing these will create a new colour.
* Explore using different tools for painting.
* Hold and manipulate a paintbrush with increasing control.

**Drawing*** Know a pencil can create different lines
* Hold and move a pencil with increasing control.
* Explore coloured pencils for different effects and drawing pictures of animals and plants.
* Use a pencil to explore and create curved and straight lines.
* Explore, the natural world around them making observations.

**Sculpture*** Begin to manipulate materials to create a model.
* Know how to mould different resources to make a sculpture e.g. clay.
* Use techniques such as paper folding, rolling and cutting.
 | **Painting*** Use thick and thin brushes.
* Mix primary colours to make secondary.
* Explore adding white to colours to make tints and black to colours to make tones.
* Experiment with watercolours and poster paints.

**Drawing*** Draw lines of different sizes and thickness, using different media and grades of pencil and with increasing complexity and detail.
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.
* Select different drawing tools to create effect.
* Begin to develop observational drawing skills.

**Sculpture*** Use clay and other mouldable materials.
* Manipulate malleable materials – explore rolling, pinching and kneading.
* Explore using natural and man-made materials to create sculptures.
* Match and sort fabrics and threads.
 | **Painting and Printing*** Explore and use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
* Begin to mix specific colours/tones effectively.
* Begin to use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour.

 **Drawing** * Draw lines of different sizes and thickness.
* Show different tones by using coloured pencils.
* Select media and materials to explore and create effects.
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.

**Sculpture*** Plan, adapt and make models.
* Create and combine shapes to create recognisable forms.
* Explore different ways to join clay.
* Add materials to provide interesting detail.
* Use tools to carve and add shapes, texture and pattern.
 | **Painting and Printing*** Select different brush techniques using thick and thin brushes to create different effects.
* Mix tones/colours and layering effectively.
* Use watercolour paint to produce washes for backgrounds then add detail.
* Create mood and movement with colour.

**Drawing** * Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
* Use a choice of techniques to depict movement, perspective, shadows and reflection.
* Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
* Use lines to represent movement.

**Sculpture*** Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
* Use clay to create their own 3D designs.
* Explore different ways to layer and join clay including: slabs, coils, slips.
* Show life-like qualities and real-life proportions or abstract interpretations.
* Use tools to carve and add shapes, texture and pattern with increasing accuracy.
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| **Learning About Artists, Craft- Makers and Designers** | * Examine and describe the work of notable artists.

**Artist Study** Frieda Kahlo – portraitsEric Carle – mixed media | * Describe the work of notable artists, artisans and designers.
* Describe and compare the work of different artists identifying similarities and differences.
* Begin to identify what they like and dislike about the work of artists and designers.
* Use some of the ideas of artists studied to create their own pieces.

**Artist Study** Stephen Wiltshire – line drawingModigliani - portraits | * Replicate some of the techniques used by notable artists, artisans and designers.
* Create original pieces that are influenced by studies of others.
* Comment on artworks using visual language.

**Artist Study** Lindsay Phillip Butterfield , William Morris, Orla KielyClaude Monet - water paintings (Water Lilies, The Water Lily Pond, Bridge Over a Pond of Lilies, Argenteuil, Morning on the Seine)Georgia O’Keefe | * Give details (including own sketches) about the style of some notable artists, artisans and designers.
* Discuss how the work of those studied was influential in both society and to other artists.
* Create their own pieces drawing on style and effects of artists, designers and craftsmen.

**Artist Study** Sir Claude Francis Barry (Blitz skyline)Ancient Greek art and Olympic pictogramsAndy Warhol, Roy Lichtenstein, Keith Haring (Pop Art)Norse mythical beasts and jewelleryPablo Picasso, George Braque – cubist portraits |