

Curriculum planning – Art

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Year	Autumn	Spring	Summer
<p>Year 1/2 A</p>	<p>Portraits Who can you see? Science link – humans. Focus on the work of famous artists, craft makers and designer, describing the differences and similarities between different practices and similarities and making links to their own work. Find out about famous artists Pablo Picasso (Collage), Leonardo da Vinci (the Mona Lisa) and Andy Warhol (repeated digital images). Describe their work, similarities and differences. Discuss the techniques and make links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Begin to collect ideas in sketch books. Work from observation and known objects. Work with different materials. Begin to link what materials best suit the task. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop basic drawing skills- create portrait images.</p>	<p>Still Life What plants did artists paint? Science link – Plants Focus on the work of famous artists, craft makers and designer, describing the differences and similarities between different practices and similarities and making links to their own work. Find out about famous artists Henri Matisse (use of colour), Claude Monet (Impressionist painter) and Georgia O’Keefe (known for painting large flowers). Extend to Andy Goldsworthy for sculpture. Begin to collect ideas in sketch books. Work from observation and known objects. Use a range of materials creatively to design and make products. Work with different materials. Begin to link what materials best suit the task. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Recognise and name the primary and secondary colours. Share colour charts to compare variations of the same colour. Begin to control lines to create simple drawings</p>	<p>Indian Art – Rangoli and printing What is a Rangoli pattern? Geography link – India/Diwali (R.E.) Use a range of materials creatively to design and make products Experiment with shape and pattern, texture and colour. Print symmetrical pattern/geometric shapes introduce curved and straight lines. Begin to collect ideas in sketch books. Work from observation and known objects. Work with different materials. Begin to link what materials best suit the task. Fingerprint, block/sponge print. Experiment with the amount of paint applied, develop control. Print with a variety of found or made objects. Colour mixing with printing.</p> <p>Water Art – David Hockney Who made A Bigger Splash? Pupils should be taught about the work of famous artists, craft makers and designer, describing the differences and similarities between different practices and similarities and making links to their own work.</p>

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	<p>Begin to control lines to create simple drawings</p> <p>Consider consistency when applying paint.</p> <p>Draw on small and larger scale</p> <p>Colour within the line.</p> <p>Hold a large paint brush correctly.</p> <p>Range of media. Use mixed media to create bright colours – oil pastel, paint, card, crayon, pen/pencil.</p> <p>Develop collages based on simple drawings using papers and materials.</p>	<p>Consider consistency when applying paint.</p> <p>Draw on small and larger scale.</p> <p>Colour within the line. Hold a large paint brush correctly.</p> <p>Use a range of media. Create and experiment with shades of colour – recognise warm and cold colours.</p> <p>Create washes to form backgrounds. Explore mood and colour.</p> <p>Explore natural materials to create sculptures, transient art.</p>	<p>Find out about the work of the Famous artist David Hockney. Look at the way he depicts water and the feeling he is trying to create with his paintings. Use a variety of media and techniques to create water.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Consider consistency when applying paint compare acrylic/ water colour pastel/ oil pastel.</p> <p>Experiment with marbling, investigate how the ink floats and changes with movement.</p>
Year	Autumn	Spring	Summer
Year 1/2 B	<p>Pop Art</p> <p>What is Pop Art?</p> <p>Link with history.</p> <p>Pop art is a style of art based on simple bold images of everyday items painted in bright colours.</p> <p>Pupils should be taught about the work of famous artists, craft makers and designer, describing the differences and similarities between different practices and similarities and making links to their own work.</p> <p>Find out about famous artists Andy Warhol, Roy Lichtenstein and David</p>	<p>Landscapes</p> <p>What can I see?</p> <p>Link with Geography Find out about famous artists Vincent Van Gogh (Dutch post-impressionist painter) and William Turner (Water colourist).</p> <p>Investigate the work of famous artists, craft makers and designer, describing the differences and similarities between different practices and similarities and making links to their own work.</p> <p>Describe their work, similarities and differences. Discuss the techniques and make links to their own work.</p>	<p>African Art</p> <p>What is African Art?</p> <p>Link with Geography - Patterns, prints, masks and jewellery.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Find out about the different types of African art.</p> <p>Compare their bold patterns and designs. Look at colours used and begin to make own designs in sketchbooks.</p>

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<p>Hockney. Use Tate video as an introduction to pop art.</p> <p>Describe their work, similarities and differences. Discuss the techniques and make links to their own work.</p> <p>Begin to collect ideas in sketch books.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Work with different materials.</p> <p>Begin to link what materials best suit the task. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space. Recognise and name the primary and secondary colours. Share colour charts to compare variations of the same colour.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Begin to control lines to create simple drawings. Use mixed media to create bright colours – oil pastel, paint, card, crayon, pen/pencil. Create repeating images. Colour within the line. Hold a large paint brush correctly. Identify primary colours and secondary colours. Create and experiment with shades of colour.</p>	<p>Begin to collect ideas in sketch books. Work from observation and known objects.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Work with different materials. Begin to link what materials best suit the task.</p> <p>Recognise and name the primary and secondary colours. Share colour charts to compare variations of the same colour.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Begin to control lines to create simple drawings</p> <p>Consider consistency when applying paint.</p> <p>Draw on small and larger scale. Colour within the line.</p> <p>Hold a large paint brush correctly. Range of media.</p> <p>Create and experiment with shades of colour – recognise warm and cold colours and how colour can affect the mood of the painting.</p> <p>Create washes to form backgrounds. Explore mood and colour.</p> <p>Compare the effects of water colour and acrylic. Begin to learn how to apply the different paints and use the different effects such as washes of colours with watercolours and creating bold textures with the acrylics.</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Work with a variety of materials to create masks and jewellery.</p> <p>Begin to link what materials best suit the task.</p> <p>Recognise and name the primary and secondary colours.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop understanding of 2d and 3d in terms of artwork – painting /sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected to form different structures.</p> <p>Look at sculptures (masks and jewellery) and try to recreate them using everyday objects/range of materials.</p> <p>Begin to form 3d pieces.</p> <p>Consider covering these with papier-mache or use clay.</p>
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<p>Year 3/4 A</p>	<p>Textiles Oh, what shall I wear? Link with history – link to Stone Age/Iron Age. Dyeing, sewing, weaving, Create sketchbooks to record their observations and use them to review and revisit ideas. Experiment with a wider range of materials. Present work in a variety of ways. Research embroidery designs from around the world and create their own designs based on these. Dye fabrics using tea, red cabbage, beetroot, onion and spinach. Investigate tie dying. Sew simple stitches using a variety of threads and wool. Weave with wool.</p>	<p>Portraits Who’s that girl? Link with geography - link to Italy – Italian artist – The Mona Lisa Pupils should be taught about great artists, architects and designers in history. Use the work of artists to replicate ideas or inspire their work. Consider the High Renaissance period – Michaelangelo Buonarroti Mosaics – (link with History - Romans) Look at designs and colours used. Find out how they were made and explore designs. Develop sketchbooks, develop artistic/visual vocabulary to discuss work. Begin to experiment with colour to create more abstract colour palettes. Explore complementary and opposing colours in creating patterns. Use ink prinking techniques to make designs</p>	<p>Pitman painters Who were the Pitman Painters? Link with history: Mining. Look at the paintings and compositions. Artist - Tom McGuiness. Focus on materials and techniques. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials Use the work of artists to replicate ideas or inspire their work. Include increased detail into their work. Use a variety of tools and surfaces (paint, chalk, pastel, pen, ink). Use a variety of brushes and experiment with ways of mark making with them.</p>
<p>Year 5/6 A</p>	<p>Textiles Oh, what shall I wear? Link with history – link to Stone Age/Iron Age. Dyeing, sewing, weaving, Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p>	<p>Portraits Who’s that girl? Link with geography - link to Italy – Italian artist – The Mona Lisa Investigate great artists, architects and designers in history. Use the work of artists to replicate ideas or inspire their work.</p>	<p>Pitman painters Who were the Pitman Painters? Link with history: Mining. Look at the paintings and compositions. Artist- Tom McGuiness. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p>

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	<p>Improve the quality of sketchbook with mixed media work and annotations. Create tie dye pieces combining two colours. Investigate ways of changing fabrics- sewing, ironing, cutting, tearing, creasing.</p> <p>Weave using paintings/patterns as a stimulus.</p> <p>Experiment with embroidery frames.</p>	<p>Consider the High Renaissance period – Michaelangelo. Look at style and techniques.</p> <p>Mosaics – (link with History: Romans)</p> <p>Improve the quality of sketchbooks, develop artistic/visual vocabulary when talking about their own work and the work of others.</p> <p>Explore how they were made and the intricate designs. Design and create motifs to be turned into print block images. Build on previous colour work by focusing on intensity.</p>	<p>Materials and Techniques - Use the work of artists to replicate ideas or inspire their work.</p> <p>Improve their mastery of art and design techniques including drawing and painting with a range of materials (for example pencil, charcoal, water colour, acrylic).</p> <p>Introduce perspective, fore/back and middle ground.</p> <p>Investigate proportions.</p> <p>Use a range of mediums on a range of backgrounds.</p>
	Autumn	Spring	Summer
<p>Year 3/4 B</p>	<p>Illuminated Letters – Who created Illuminated letters?</p> <p>Link to history: Anglo Saxons- mixed media.</p> <p>Create sketch books to record observations and us them to review and revisit ideas.</p> <p>(3D initials)</p> <p>Develop sketchbooks.</p> <p>Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Present work in a variety of ways. Mix and match colours (create palettes to match images) Lighten and darken tones using black and white.</p>	<p>Aboriginal Art – What is aboriginal art?</p> <p>Link to Geography: Australia (pattern and colour) Create sketch books to record observations and us them to review and revisit ideas.</p> <p>Use sketchbooks to record drawings, signs and symbols used by the aboriginal artists. Draw on a range of scales. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink).</p> <p>Use a variety of brushes and experiment with ways of mark making with them.</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</p>	<p>Landscape Painting –Is it my turn to paint a Constable?</p> <p>Investigate great artists, architects and designers in history.</p> <p>Focus on work of artists -Constable, Turner.</p> <p>Create sketch books to record observations and us them to review and revisit ideas.</p> <p>Look at images and montages of their work.</p> <p>Develop sketchbooks.</p> <p>Begin to suggest ways of improving their own work.</p> <p>Experiment with water colour, exploring the intensity of colour to develop shades.</p>

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	Christmas and Kid Normal.	Explore complementary and opposing colours in creating patterns.	Present work in a variety of ways.
Year 5/6 B	<p>Illuminated Letters – Who created illuminated letters?</p> <p>Link to history: Anglo Saxons. (3D initials) Work on geometric shapes. Observational work based on Lindesfarne Gospels.</p> <p>Improve the mastery of art and design techniques including, drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay).</p> <p>Select and develop ideas confidently. Select own images and starting points for work. Develop artistic/visual vocabulary when talking about own work and that of others. Begin to explore possibilities when using and combining different styles and techniques. Build on previous work with colour by exploring intensity. Artists – Picasso- linked to self-portraits –Focus on pattern repetition and reflection.</p> <p>Y6 – blending – hues/colour families complementary and contrasting colours.</p>	<p>Aboriginal Art – What is aboriginal art?</p> <p>Link to Geography: Australia (pattern and colour)</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Use sketchbooks to record drawings, signs and symbols used by the aboriginal artists. Use a variety of brushes and experiment with ways of mark making with them. Work indoors and outdoors. Show qualities using cross hatching, pointillism, side strokes, use of rubber to draw/highlight.</p> <p>Build on previous work with colour by exploring intensity. Mark make with paint (dashes, blocks of colour, strokes, points).</p>	<p>Landscape Painting –Is it my turn to paint a Constable?</p> <p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Focus on work of artists -Constable, Turner.</p> <p>Use the work of artists to replicate ideas or inspire own work. Select own images and starting points for work. Develop artistic/visual vocabulary to discuss their work. Begin to explore possibilities, using and combining different styles and techniques. Develop water colour techniques. Introduce acrylic paint. Develop fine brush strokes.</p>
	Autumn	Spring	Summer

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<p>Year 3/4 C</p>	<p>Buildings and Architecture Who built that? Pupils should be taught about great artists, architects and designers in history. Link to history: Buildings around the world (Greek Art) Create sketch books to record observations and use them to review and revisit ideas. Create sketch books to record observations and use them to review and revisit ideas. Record drawings from observation. Experiment with different tones within work. Develop shadows. The use of tracing.</p>	<p>India What is Indian art? Link with geography – (Printing, repeated patterns) Use the work of other artists to inspire their work. Improve the mastery of art and design techniques including, drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Use roller and ink printing. Use simple block shapes formed by children. Blend two colours when printing. Use rollers and inks to take prints from other objects (leaves, fabric, corrugated card) to show texture, make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays. Form string roller prints to create continuous patterns.</p>	<p>3d Sculptures (leaf/animals) Can you create a sculpture? Link to geography: Amazon (willow and tissue paper) Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Develop confidence working with clay for example adding greater detail and texture. Add colour once the sculpture is dry. Investigate ways of joining clay using slip and scratch. Introduce modroc. Create work on a larger scale in a group. Use pipe cleaners/wire to create animal or human forms.</p>
<p>Year 5/6 C</p>	<p>Buildings and Architecture Who built that? Pupils should be taught about great artists, architects and designers in history. Link to history: Buildings around the world (Greek Art)</p>	<p>India What is Indian art? Link with geography – (Printing, repeated patterns) Consider artists from Different cultures. Improve the mastery of art and design techniques including, drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay).</p>	<p>3d Sculptures (leaf/animals) Can you create a sculpture? Link to geography: Amazon (willow and tissue paper). Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay).</p>

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	<p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Use first-hand observations using different viewpoints.</p> <p>Investigate proportions.</p>	<p>Create polystyrene printing blocks to use with roller and ink.</p> <p>Explore mono-printing. Explore Intaglio (copper etching) using thick cardboard etched with a sharp pencil point.</p> <p>Design and create motifs to be turned into printing block images.</p> <p>Investigate techniques from paper printing to work on fabrics.</p>	<p>clay). Design and create sculpture, both small and large scale.</p> <p>Use objects around us to form sculptures</p> <p>Use wire to create malleable forms.</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p>
	Autumn	Spring	Summer
<p>Year 3/4 D</p>	<p>Mayan Art</p> <p>What is Mayan art?</p> <p>Create sketch books to record observations and use them to review and revisit ideas. Record drawings from observations and include increased detail in their work.</p> <p>Improve the mastery of art and design techniques including, drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay).</p> <p>Mix and match colours (create colour palettes to match images). Use a variety of brushes and experiment with ways of marking with them.</p>	<p>Art in the 20th Century</p> <p>Who created an impact in the 20th Century?</p> <p>Pupils should be taught about artists, architects and designers in history.</p> <p>Look at and respond to the art of various 20th century artists.</p> <p>Use work as a starting point for their own work. Work on a range of scales using a variety of mediums. Focus on the work of Keith Haring, Paul Cezanne, Vincent Van Gogh, Claude Monet and Jackson Pollock. Compare the artist's work and techniques used.</p> <p>Experiment with a wider range of materials.</p> <p>Begin to suggest improvements to their own work.</p>	<p>Batik</p> <p>What is Batik?</p> <p>Link to Geography: St Lucia (Caribbean artists)</p> <p>Develop artistic/visual vocabulary to discuss work.</p> <p>Improve the mastery of art and design techniques including, drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay).</p> <p>Begin to suggest improvements to own work. Experiment with a wider range of materials.</p> <p>Use the work of artists to replicate ideas and inspire own work.</p>

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	Use a variety of ways to ways to record ideas such as digital cameras and iPad.	Use a variety of ways to ways to record ideas such as digital cameras and iPad.	Create simple designs which can be developed into batik pieces.
<p>Year 5/6 D</p>	<p>Mayan Art What is Mayan art? Improve the mastery of art and design. Select and develop ideas confidently, using suitable materials. Improve the quality of sketchbook with mixed media work and annotations. Build on previous work with colour by exploring intensity.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points) Begin to explore possibilities, using and combining different styles and techniques. Use mediums on a range of backgrounds.</p>	<p>Art in the 20th Century Who created an impact in the 20th Century? Pupils should be taught about artists, architects and designers in history. Look at the work of Jasper Johns. Investigate the variety of different media and techniques he used. Identify the different periods in his artistic career – Abstract impressionism, Neo-Dada (artistic movement with audio, visual and literary manifestations), modern art and pop art. Improve the mastery of art and design. Select and develop ideas confidently, using suitable materials. Improve the quality of sketchbooks, develop artistic/visual vocabulary when talking about their own work and the work of others. Use a variety of ways to ways to record ideas such as digital cameras and iPads.</p>	<p>Batik What is Batik? Link to Georgraphy: St Lucia (Caribbean artists) Pupils should be taught about artists, architects and designers in history. Develop artistic/visual vocabulary when talking about own work and that of others. Use the work of artists to replicate ideas and inspire own work. Improve the mastery of art and design techniques including, drawing, painting, and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Begin to explore possibilities, using and combining different styles and techniques. Create detailed designs which can be developed into batik pieces.</p>