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Mark-making/Drawing	Painting	Sculpture/3D	Collage	Textiles	ICT	Printing	Artist study

Art	Autumn	Spring	Summer
	Key Skills and vocabulary **Develop their own ideas and then decide which materials to use to express them -** **Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.** - *colour monster creating emotion monsters using a range of resources* **Develop their own ideas and then decide which materials to use to express them -** *Rainbow Fish collage* **Explore colour and colour mixing -** *Mix colours using shaving foam and inks (Colour Day), creating Elmer pictures by mixing colours* **Explore different materials freely, in order to develop their ideas about how to use them and what to make** - Printing using autumn colours and autumn leaves. **Use drawing to represent ideas like movement or loud noises -** *Firework artwork using choice of resources (glitter & glue, paint, chalk, collage)*	**Key Skills and vocabulary** **Explore colour and colour mixing -** *mixing shades of blue to create a frozen world landscape from dark to light* **Draw with increasing complexity and detail.** *Penguin drawing* **Join different materials and explore different textures -** boats for 'Lost and Found' **Explore, use and refine a variety of artistic effects** - *Observational painting of spring flowers* **Explore different materials freely, in order to develop their ideas about how to use them and what to make -** *creating beanstalk representations using a variety of materials linked to jack and the Beanstalk.*	**Key Skills and vocabulary** **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** - *Prize cow drawings linked to What the Ladybird Heard pen drawings and collage / sponge paint backgrounds* **Join different materials and explore different textures -** *plasticine minibeasts* **Explore, use and refine a variety of artistic effects -** colour mixing to make an african sunset,
EYFS	**Development Matters - Expressive Art and Design - Within continuous provision** **3-4** ● Explore different materials freely, in order to develop their ideas about how to use them and what to make. *Art table free choice of materials at all times* ● Develop their own ideas and then decide which materials to use to express them.*Art table free choice of materials at all times* ● Join different materials and explore different textures - *junk modelling, joining toys (Duplo, Mobilo, Marble Run), sellotape, staplers (Texts: Whatever Next, Lost and Found), card, paper, collage (including wood), transient / loose part art* ● Create closed shapes with continuous lines and begin to use these shapes to represent objects.		

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- Draw with increasing complexity and detail, such as representing a face with a circle and including details - - *Termly journal front covers - pen drawings and crayon colouring*
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings - *skills taught throughout the year through focused work and opportunities to revisit and practise skills given through weekly enhancements / plans*
- Return to and build on their previous learning, refining ideas and developing their ability to represent them. - *enhancements set up at art table / outside and in in other areas to reflect the learning and give ops to develop skills on a weekly plan*
- Create collaboratively, sharing ideas, resources and skills - *large construction outside, small construction (block play and all other*), transient/ loose part art, outside chalking large scale

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<tr><td>Yr 1</td><td>

Natural Materials

Key knowledge (including terminology):

-**self-portrait,**
-**colour** - **primary colours**, creating a wash, mixing
Drawing- mark making-rubbing,
-**Space**-negative space,
-texture
- **tone-** shades / shading

Key Skills:

- .colour mixing
- Create an image using found/natural materials to make a self portrait.
- Observational drawing- Tree pictures (natural materials, water colours)
- Exploring texture by adding sand/glitter to paint.
- Create bark rubbings/prints from leaves.
- Use paint to represent from observations and to explore colours (watercolours)
- Use explore negative space (tape/leaves)
- Music cross curricular - expressive mark-making- drawing how music made them feel.

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Pirate ship pictures

Key knowledge (including terminology):

-Observational drawing using **shapes**
-**Line** (**thick/thin, straight, curved, joining, diagonal, horizontal**)
-**Pattern / Texture** (lines to show **texture** of wood, fabric)

Key Skills:

- Create drawings (Observational) by using lines, of varying thickness, to create shapes, (Pirate ships- **circles, rectangles, triangles** to represent parts of picture).sea/pirate ship)
- Experiment with different marks, shapes and patterns that can be made with line(pirate ship)
- Composition- (collage of ship/background)
- DT cross curricular - using 3D sculpture to attach materials. **3D model of a skateboard**

-Science cross curricular - observational drawing (pencil/coloured pencils) of a tree in a different season.

Artist: Bridget Riley - use of lines to depict waves

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Artwork in the style of Yayoi Kusama

Key knowledge (including terminology):

-**sculpture-form**
-performance, installation,conceptual art, pop art.
-pattern -polka dots, (Yayoi Kusama: types of artwork she produces, everything includes dots, when and where she lived),
-**Collage** - **tear, curl, twist, position, arrange**

Key Skills:

- Look at and talk about the work of artists
- Create a piece of art in the style of an artist.
- painting, creating sea creatures with paint in the style of Kusama -
- Drawing from observation (the outline of a sea creature)
- Use dots and lines to demonstrate pattern and texture; adding dots.
- Work as part of a group to create a piece of work (group collage) Colour using poster paint, ripped

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	• Science cross curricular - seasonal observational drawings of trees (pencil/coloured pencils) **Key Artist:** Andy Goldsworthy **Artwork in the style of Mondrian** **Key knowledge (including terminology):** -**Colour** -**primary colours, abstract art**, -**line** (**vertical, horizontal**), -**Piet Mondrian** -when he was born, family background, style of art **Key Skills:** • Look at and talk about the work of artists (Piet Mondrain) • Create a piece of art in the style of an artist. (Piet Mondrain) • Create artwork using lines to create shapes, (using stips of paper, black tape) • Use digital media (iPads) to create blocks of colour in the style of Mondrian. **Key Artist:** Piet Mondrian **Builds on: EYFS leaf printing**	**Builds on: EYFS - penguin pictures**	paper, oil pastels, felt pens. - sea themed in the KS1 corridor, using different materials from home. **Key Artist:** Yayoi Kusama **Textiles (Weaving)** **Key knowledge (including terminology):** **-texture**-weaving across a circle (paper plate template) -**colour** -pattern-swirl **Key Skills:** -Investigate weaving with fabric making choices about colours and textures. (weaving on a weaving frame/fence using string, or similar thread) -Science cross curricular - observational drawing (pencil/coloured pencils) of a tree in a different season. **Builds on: EYFS Elmer pictures**
Yr 2	**Collage** **Key knowledge (including terminology):**	**Landscapes in style of Alma Thomas (developing drawing and painting skills/ICT)**	**Art inspired by Gustav Klimt (patterns and shape)**

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- Collage -
- **shape, line** (lines of varying thickness)
- **Colour** and **texture** - (castle collage)
- Imaginative Drawing - (designing their own caste)

Key Skills:

Drawing - design for a technique and use of materials. (castle)
Collage - Experiment with a range of materials and methods to create a variety; Cut shapes accurately from paper and thin card and cut different kinds of line considering colour and texture; using a range of materials, glueing onto their castle picture.

Clay

Key knowledge (including terminology):

- dragon eyes, drawing using shapes and lines (curved, horizontal, parallel)

Key Skills:

- imaginative drawing (dragon eyes), considering shape, thickness and types of lines (curved, horizontal, parallel)
- Shaping and joining clay, scoring for adding spines/spikes
- Paint (dragon eyes). Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes.

Printing (DT link)

Key knowledge (including terminology):

making a print using paint and a shape

Key Skills:

printing, using shapes and choosing colours, creating a repeating pattern, (triangles, stars, squares out of potatoes)

Key knowledge (including terminology):

- **Colour**-secondary colours
- **Expressionism**, Realism, blocks of colour, Abstract Art, rectangular/blocky.
- (**Alma Thomas**: when and where she was born, how she created her works of art, the inspiration for her paintings).
- **Texture-Brush strokes**

Key Skills:

- Look at and talk about the work of artists (Alma Thomas)
- Create a piece of art in the style of an artist. (Alma Thomas)
- paint using rectangular blocks of paint-brush control - choosing a suitable brush and colour for their desired outcome / effect.
- Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes in the style of Alma Thomas using fingers on iPads.
-

Key Artist:

Alma Thomas

Builds on: Year 1 Spring

Key knowledge (including terminology):

- **Pattern: Colour-warm colour-muted tones,** Gold leaf, intricate detail, mural
- Symbolism
- **portrait**
- (**Gustav Klimt**: where and when he was born, how long his painting took to create, use of gold leaf in his paintings).

Key Skills:

- Look at and talk about the work of artists
- Create a piece of art in the style of an artist.

copy techniques (lines and shapes) used by Gustav Klimt.
Practise drawing shapes and symbols in sketchbooks.
Draw patterns and shapes to create a cloak for King Charles in the style of Klimt- black felt-tips
Painting their dress pictures using muted tones-poster paints.

Key Artist:

Gustav Klimt

Textiles (DT link)

Key knowledge (including terminology):

sewing, different stitches (running stitch, blanket stitch).

Key skills:

Running stitch, using a needle and thread. Cutting material (felt) to create letters for their name to go on the front of their stocking.

Builds on: EYFS colour mixing

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	Links to: EYFS potato printing		
Yr 3	**Art inspired by Andy Warhol** **Key knowledge (including terminology):** • **Pop Art, screen printing**, popular culture, • **Colour- primary-secondary-bright/vivid, complimentary, contrasting** • **Pattern**- **repeat**, identical, • **Tone**-shades • **(Andy Warhol:** when and where he was born, what he was famous for, he created screen prints of objects from popular culture). **Key Skills:** • Mix colours effectively. (primary + secondary) • Choose bright colours to use/alternate/contrast (colour wheel showing variation of shades) • Look at and talk about the work of artists • Express an opinion on the work of an artist • Create a piece of art in the style of an artist. **Key Artist:** Andy Warhol **Key knowledge (including terminology):** • Understand the use of **printing techniques**- block printing onto polystyrene • Pattern (recreate a **repeating pattern**) • Colour-**primary, secondary, mixing, bright, complimentary colours** **Key Skills:**	**Creating a willow pattern on a paper plate (Ancient China)** **Key knowledge (including terminology):** • Fable, willow pattern (and its history - Stoke on Trent), • **Tone**- pressure of pen/pencil/stylus to create effect (firm, hard, light) **Key Skills:** Using different mediums to create similar patterns - coloued pencils, paints, felt tips and wax crayons Adding some shading Planning drawing - working from inside out **Builds on: Year 1 Sprig, Year 2 Spring**	**Art inspired by Beatriz Milhazes** **Key knowledge (including terminology):** (Beatriz Milhazes: her background and when she was born, what art she created, her inspiration or her artwork), shape (2-D), overlaying shapes, blend, contrast, overlay **Key Skills:** • Making comparison to other artists (Andy Warhol) • collaging using cut shapes before sticking them in a chosen way (to show a picture/abstract). Using line and shape. • Painting - paint a background for their Milhazes inspired artwork. • Draw 2D shapes and colour these using crayons/pastels. **Key Artist:** Beatriz Milhazes **Drawings of Roman Buildings** **Key knowledge (including terminology):** Shape (2D), lines (curved, diagonal, horizontal, parallel, straight, uneven) using watercolour paints **Key skills:** Draw observational sketches of Roman buildings. Draw a large A3 Roman building (going over lines in pen) and use watercolours to paint. **Builds on: Year 2 Spring, Year 3 Autumn,**

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	• make repeated patterns with precision; printing, using shapes and choosing colours, creating a repeating pattern, • create a printing plate • use rollers/paint brushes to paint the polystyrene printing plate and transfer to paper. **Builds on: Year 2 Autumn**		
Yr 4	**Drawing plant life** **Key knowledge (including terminology):** Painting (watercolours) blending colours, making layers drawing using shapes (2D), using light and hard lines, texture of leaves/branches, drawing outline before adding detail, charcoal, pastels **Key Skills:** Painting using watercolours to blend layers to create a geode Observational drawings: sketching using line and tone, shading (blending, hatching, cross hatching, stipling, scribbling), texture, using different tonal pencils HB/ B. Drawing leaves and branches. **Builds on Year 3 Spring**	**Art inspired by Georgia O'Keefe** **Key knowledge (including terminology):** Modernism, oil painting, close ups, observational. (Georgia O'Keeffe: when and where she was born, landscape as an inspiration, close ups of flowers using bold colours). Shading, cross hatching, broken lines to block shape, Using viewfinders/composition. **Key Skills:** Computing Cross-curricular: crop, copy, paste (using ICT in art to gather and edit images - create a jungle themed page using colours, pencils for background and printed images). Observational drawing: carefully looking at what they can see. Shading their pictures of flowers (observational drawings). Use a viewfinder to select a part of an image to recreate/draw, Use pastels to build layers of colour, **Key Artist:** Georgia O'Keeffe **Textiles**	**Art inspired by Antony Gormley** **Key knowledge (including terminology):** (Antony Gormley: who he was and when he was born, his artwork and interesting facts about them, how he creates his sculptures), sculpture (comparing different types), shape (ovals to draw human body), **Key Skills:** Developing opinions about artwork, including preferences, likes and dislikes. Using shapes (ovals) to design human bodies in different poses, layering of lines to sketch, inspired by Gormley's work. Sculpture in the style of Gormley using foil/wire **Key Artist:** Antony Gormley **Builds on: Year 3 Summer**

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		Key knowledge (including terminology): back stitch, running stitch, cross stitch, threading a needle **Key skills:** drawing - draw their design of their fabric butterfly. Sewing - running stitch through felt material. Attaching buttons and details using the different stitches. **Builds on: Year 2 Summer (DT link), Year 3 Autumn**	
Yr 5	**Drawing/Viking art and patterns / Printing** **Key knowledge (including terminology):** Collography, embossing, printing, printing plate. Viking art (use of animals to decorate, art of different mediums - jewellery, pottery, clothing, armour) Tone - dark, light, shadow, how to use specific shading pencils, **Key Skills:** cutting and sticking foam to make a collagraph, printing with a printing plate and paint (collography), observational drawings, creating patterns (focusing on line work). Portrait drawing. Drawing, observational drawings of shells. Vector drawings **Key Artist:** **Builds on: Year 3 Autumn**	**Colour exploration/ Wassily Kandinsky / Clay Titanic models** **Key knowledge (including terminology):** Perspective, distance, foreground, background. (Kandinsky - his life,his inspirations, art style and what abstract art is) show and explain his influence, within their work. Abstract, warm colours, cool colours, mood . **Key Skills:** Painting with watercolour paints, creating their own abstract images from inspiration pictures. Painting inspired by concentric circles in different colours of watercolour paints. Drawing perspective pictures from a point. How to mould clay to make specific shapes. How to join clay so that it dries without falling apart **Key Artist:** Wassily Kandinsky **Builds on: Year 4 Spring and Summer**	**Portraiture and self-expression** **Key knowledge (including terminology):** Understand portraiture and self-portraiture. Use a grid and guidelines to draw in proportion. (Frida Kahlo: who she was, her art style). Portrait, self-portrait, **Key Skills:** Sketch human faces in proportion (using guidelines) Collage a self-portrait in the style of Frida Kahlo, drawing movement using mark-making and lines, using charcoal/pencils/pastels. Observational drawings (including shading) **Key Artist:** Frida Kahlo **Builds on: Year 3 Autumn**

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Yr 6	**Key knowledge (including terminology):** angle, light, distance, position. (Norma Sklarek: When and where she was born, her rights as a woman and the effect on her work, her success in the face of adversity). **Key Skills:** digital; photography - taking photographs of plants and trees outside.(focus on angle, light, distance, position) Identifying likes/dislikes/expressing opinions about Sklarek's buildings (annotating photos stuck into sketch books). Sketching Sklarek's buildings using pencil/using pen (hatching, Cross hatching, stippling, pencil, scribbling, circling, finger blending), drawing with a pen and comparing to sketches with pencil **Key Artist:** Norma Sklarek **Builds on: Year 2 Computing**	**Peter Cromer artist study, Sketching, watercolours** **Key knowledge (including terminology):** (Peter Cromer) Australian- Known for bold, color-drenched palettes, layered textures, and simplified blob-like or geometric shapes, paper-cut collages made from watercolor- and acrylic-painted papers **Key Skills:** Collage- painting their own pieces to cut from. Draw outline of bird Look at shapes of feathers/beak/patterns- cut out pieces and assemble using PVA **Key Artist:** Peter Cromer **Builds on: Year 5 Summer, Year 2 Autumn**	**Tudor portraits / Tudor Rose ink drawing / Tissue paper collage** **Key knowledge (including terminology):** portraits, shadow, direction of light, collage, symmetry, texture (paint, balled up paper, collage) **Key Skills:** sketching techniques (dividing face into sections to draw), completing a portrait of Tudor monarchs (portraits printed and cut in half - the missing part is drawn). Draw their own portrait in the style of Tudor portraits. Tudor Rose collage using tissue paper scrunched up and glued on. **Builds on: Year 5 Summer**