



Art

Key Concepts and Breadth of Study

Draw

Paint

Sculpture

Mixed
Media

	Draw	Paint	Sculpture	Mixed Media
<p>EYFS</p> <p>We are Unique</p> <p>We are Inquisitive</p> <p>We are Explorers</p> <p>We can be Heroes</p> <p>We are Investigators</p>	<p>To develop their pencil grip to enable them to use a pencil competently, safely and with good control.</p> <p>To explore creating lines and circles by pivoting from the shoulder and elbow – Kandinsky’s circles – linked to Maths..</p> <p>To explore using a pencil, colouring pencils, chalk, crayons and pastels to make meaningful marks and represent ideas or experiences. (Self portrait, pumpkin still life, continuous provision)</p> <p>Observational drawing of daffodils</p> <p>Observational drawing of snails</p> <p>Observational drawing of butterflies.</p>	<p>To explore using a paintbrush or other tools to make meaningful marks and represent ideas or experiences.</p> <p>Exploring different application methods</p> <p>(Self-portrait, firework pictures (splatter/fork printing), continuous provision)</p> <p>Pine tree background -colour mixing and foam printing</p> <p>Chinese Blossom tree printing</p> <p>Fantasy paintings linked to the ‘Journey’</p> <p>Roy Lichtenstein – pop art</p> <p>Minibeast painting on rocks</p>	<p>To explore using playdough or clay to create different representations, ideas and experiences.</p> <p>Manipulates materials (push, pull and twist a range of modelling Materials\ to affect the shape and achieve a planned effect.</p> <p>(e.g. faces, birthday cakes in the continuous provision, diva lamps to celebrate Diwali, clay hedgehogs.</p> <p>To use various tools for design e.g. playdough tools</p> <p>Constructs with a purpose in mind to achieve a planned effect.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Junk modelling their homes, vehicles, Making rockets and spaceships</p> <p>Creating a large scale fire engine</p> <p>Junk modelling emergency vehicles</p> <p>Making minibeasts</p>	<p>To use various tools and media for design – Frank Bowling inspired art</p> <p>Constructs with a purpose in mind to achieve a planned effect.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Pine Tree winter scene</p> <p>Mosaics</p> <p>Weaving – inspired by Nigerian textiles</p> <p>Making instruments to celebrate the LNY</p> <p>Observational drawing using pastels of the amaryllis</p> <p>Matisse – ‘The Snail’</p> <p>Eric Carle – ‘Butterflies’</p>

<p>Year 1/2 cycle B</p> <p>Autumn 1 Who lives here?</p> <p>Spring 1 Victorians</p> <p>Summer 1 Around the world in 80 days</p>	<p>To create cross-hatching aboriginal drawing.</p>	<p>To explore Autumnal art. To discover the colours of Autumn. To create Autumnal paintings through a variety of mediums. To create aboriginal dot style paintings.</p>	<p>To explore Victorian sculptures. To research the work of Barbara Hepworth To experiment with clay and use different techniques. To design a sculpture for Queen Victoria. To create a sculpture for Queen Victoria. To evaluate the sculpture.</p>	<p>To create aboriginal rainsticks.</p>
<p>Year 1/2 Cycle A</p> <p>Autumn 2 The Great Fire of London</p> <p>Spring 1 Carnival of the Animals</p> <p>Summer 1 – Castles and Catapults</p> <p>Summer 2 – The Bayeux Tapestry</p>	<p>Use pencils to experiment with light and dark tones. Draw using pattern and texture. Sketch part of an animal using light and dark tones and begin to use pattern. Sketch an animal using pattern, texture and light and dark. Sketch the artwork: The Castle and The Sun. Use observational skills to copy a section of the Bayeux Tapestry. Sketch a section of the tapestry.</p>	<p>To paint a gradient background. To discover famous artists and their work. (Michelangelo, Jan Griffier and Paul Klee)</p> <p>Use paint to create lines.</p> <p>Select appropriate colour to add to the tapestry.</p>	<p>To use clay to create a sculpture.</p>	<p>To explore various shapes to create silhouettes using paper. To use oil pastels to achieve art work in the style of Jan Griffier. To complete art work in the style of Paul Klee using printing. Use 2D shapes and pastels to design their piece of art using The Castle In The Sun for inspiration. Use crayons or pastels to add colour to their art work.</p>
<p>Year 3</p> <p>Autumn 1 Cave Art</p> <p>Spring 1 Amazon Inspired art</p>	<p>To develop sketching techniques using pencil. To develop sketching techniques using oil pastels. To sketch a Greek style portrait.</p>	<p>To discover hand art.</p> <p>To create a piece of art using different painting techniques. To show purpose and control when mark making with different types of</p>		<p>To explore examples of stone age art. To achieve a piece of art using Stone Age style and mediums. To evaluate my stone age art.</p>

Summer 1 – Greek Inspired Art.		paint, such as acrylic and watercolour. To mix colours to create tints, tones and shades.		
Year 4 Autumn 2 African Art Spring 2 Illuminated Manuscripts Summer 1 Geometric Art <i>Eusebio</i> <i>Sempere</i> Summer 2 Ideas and styles	To draw animals with greater control and precision. -Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) -Know that organic forms can be abstract -Express likes and dislikes through annotations -Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making -Know that symmetry can be used to create repeating patterns -Know that patterns can be irregular, and change in ways you wouldn't expect -Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface -Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making	To achieve an effective silhouette painting. -Confidently know how to create shades of colours with black and tints of colour with white. -Know how to create colours, shades and tones with confidence. -Know that using lighter and darker tints and shades of a colour can create a 3D effect -Know that tone can be used to create contrast in an artwork -Start to develop a painting from a drawing -Use light and dark within painting and show understanding of complimentary colours -Mix colour, shades and tones with increasing confidence -Work in the style of a selected artist (not copying) -Know that using lighter and darker tints and shades of a colour can create a 3D effect -Know that tone can be used to create contrast in an artwork -Start to develop a painting from a drawing -Use light and dark within painting and show understanding of complimentary colours	-Express likes and dislikes through annotations -Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making -Use techniques (line, tone, colour) to show representation of movement in figures and forms -Know how to use basic shapes to form more complex shapes and patterns -Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing	To explore a range African Art and their features. To use bright and contrasting colours for effect. -Know an example of famous anglo- Saxon artwork -Use their own experiences of techniques and making processes to explain how art works may have been made -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and planning colours -Express likes and dislikes through annotations -Use growing knowledge of different drawing materials, combining media for effect

<p>Year 6</p> <p>Autumn 1&2</p> <p>Sketching</p> <p>Spring 1 Save the planet- Impressionism</p> <p>Spring 2-Mayan Murals</p> <p>Summer 1- Print Making</p> <p>Summer 2 -Portraits</p>	<p>To explore the effect of different graded sketch pencils</p> <p>To explore different ways of creating texture and form</p> <p>To sketch and outline animal parts</p> <p>To use sketching skills to draw (hexapod)</p> <p>To discover famous artists sketch work and evaluate different techniques they have used (Andrew Mason)</p> <p>Using their discoveries from their sculpture work sketch a final product</p> <p>To make monochromatic prints using oil pastels</p> <p>To make multi-colour prints using oil pastels</p> <p>To identify sketching techniques in different portraits</p> <p>To draw a portrait</p> <p>To create a unique and personal background</p>	<p>To explore the impressionist art movement</p> <p>To discover information about significant impressionist artists</p> <p>To compare techniques of well-known impressionists</p> <p>To plan a final piece of work using mixed media</p> <p>Revisit sketching techniques</p> <p>Final piece : to independently choose and understand what works well in their work and why</p> <p>To purposely control the types of marks made and experiment with different effects and textures including blocking in colour and thickened paint creating textural effects</p> <p>To explore Mayan Murals</p> <p>To discover information about significant Mayan artists/murals</p> <p>To compare Mayan murals</p> <p>To plan a final piece of work using mixed media</p> <p>To make monochromatic relief prints using paint</p>	<p>To sculpt their design and analyze the impact of light ready to sketch their model</p> <p>To plan a final piece of work using mixed media</p> <p>Revisit sketching techniques</p>	<p>To plan a final piece of work using mixed media</p> <p>Revisit sketching techniques</p> <p>Final piece : to independently choose and understand what works well in their work and why</p> <p>To explore print making through Hokusai</p> <p>To make monochromatic prints using oil pastels</p> <p>To make multi-colour prints using oil pastels</p> <p>To make monochromatic relief prints using paint</p> <p>Final piece : to independently choose and understand what works well in their work and why</p> <p>To evaluate a print</p>
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