



## ART

Art is a foundation subject of the National Curriculum and an important part of building our children's ability to develop their individual creativity, express their ideas, and to work both individually and collaboratively with others. Each year group plans art lessons, which aim to ensure that children are able to develop key skills using specific media. They are taught to work with and progress in skills using drawing, colour, paint, clay, textiles, collage, printing, sculpture and design. We aim to encourage confidence when approaching an art work and use sketch books from Years 1 to 6 to support exploration. The sketch book ethos is to create a safe place to invent, learn and try out ideas. Basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are revisited. Children are encouraged to evaluate, discuss and decide on the next step. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and produce individual works of art. As pupils progress, they are encouraged to think critically and develop a more rigorous understanding of different media. Children are taught to develop, review and discuss their works, those of their peers and those of artists both from the past and present.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Programme of Study and Early Learning Goal</b>	<p><b>EYFS Statutory Educational Programme:</b> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
<b>Nursery provision</b>	<ul style="list-style-type: none"> <li>- Messy play</li> <li>- Malleables (clay, playdough etc)</li> <li>- Printing - rollers and stampers</li> <li>- Free access to mixing palettes, paints, brushes, art resources to create</li> <li>- Drawing materials - crayons and pencils</li> <li>- Collage - paper, fabrics etc scissors and glue</li> <li>- Junk modelling - joining and assembling with boxes, tubes and tape.</li> <li>- Freely explore colour mixing - eg. provide only blue and yellow paint, what happens?</li> </ul> <p><b>- Exhibiting and sharing their creations. Celebrating the process, their self-expression and responses.</b></p>					
<b>YR topics and projects</b>	<p><b>MARVELLOUS ME</b></p> <p>Draw a self-portrait, using mirrors to draw what you see.</p> <p>Assess drawing skills - family drawing</p>	<p><b>LET’S CELEBRATE</b></p> <p>Leaf rubbings</p> <p>Autumn treasures printing into clay etc.</p> <p>Make a firework picture using transient art</p>	<p><b>ON THE MOVE</b></p> <p>Drawing vehicles</p> <p>Design and make a vehicle</p> <p>Wonderful Wheels – patterns they make,</p>	<p><b>THE GRUFFALO/STORY TELLING</b></p> <p>Make habitats using junk modelling</p> <p>Design Habitats using loose parts</p>	<p><b>IN MY LITTLE GARDEN</b></p> <p>Using mixed media to make a plant.</p> <p>Using mixed media to make a class beanstalk. :</p> <p>Paint a plant / flower - label the parts.</p>	<p><b>MINIBEASTS</b></p> <p>Draw and paint minibeast</p> <p>Use clay to make minibeasts</p> <p>Make a bug habitat</p>

	<p>Transient art- make a face/body using different materials</p> <p>Learning to use watercolours</p> <p>Building, mending and constructing using junk modelling</p> <p>Express ideas and feelings - link to colour using 'The Colour Monster '</p>	<p>Drawing pictures of celebrations - Use chalk to draw a firework picture</p> <p><b>Jackson Pollock -'Fireworks'</b></p> <p>Colour mixing - Focus on a colour each week starting with primary colours leading to mixing autumn colour.</p> <p><b>Mix it Up Herve Tullet</b></p> <p>Exploring Clay - making a diva lamp</p>	<p>their unique features, how they move etc.</p> <p><b>Painting circles - focus on Kandinsky's 'Concentric Circles'</b></p> <p>Chinese New Year - mixture of musical and creative opportunities. Chinese traditional painting and ink drawing.</p>	<p>Colour mixing - Spring greens and pinks</p> <p>Daffodil and blossom paintings</p> <p><b>Vincent Van Gogh, Almond Blossom, 1890</b></p> <p><b>Damien Hirst, Renewal Blossom, 2018</b></p> <p><b>Vase with a design of birds on a blossoming cherry tree by Namikawa Yasuyuki</b></p> <p>Collage and painting</p>	<p>Close observational drawings/paintings of plants, leaves, flowers, fruit and vegetable</p> <p><b>Cezanne - Still Life</b></p>	<p>Make costumes for bug ball</p> <p><b>'The Very Hungry Caterpillar' and any other text by Eric Carle</b></p> <p><b>Eric Carle - illustration/collage</b></p> <p><b>Matisse - explore spirals, collage snail</b></p> <p><b>Book - Snail Trail - A Journey Through Modern Art</b></p> <p><b>Matisse's Magical Trail - Tim Hopgood and Sam Boughton</b></p>
<p><b>Skills to focus on</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>-independently using creative area</li> <li>- create collaboratively</li> <li>- share ideas</li> <li>- review work and improve</li> </ul>					
	<p><b>Drawing</b> - Enjoy using a variety of media</p> <p><b>Painting</b> - Enjoy using a variety of tools including different sized brushes.</p>	<p><b>Drawing</b> - Draw on different surfaces and coloured paper.</p> <p><b>Painting</b> - Recognise and name the primary colours being used. Mix</p>	<p><b>Drawing</b> - Produce lines of different thickness and tone using a pencil.</p> <p><b>Painting</b> - Enjoy using a variety of tools</p>	<p><b>Drawing</b> - Produce lines of different thickness and tone using a pencil.</p> <p><b>Painting</b> - Recognise and name the primary colours being used. Mix</p>	<p><b>Drawing</b> - start to produce different patterns and textures</p> <p><b>Painting</b> - explore working with paint on</p>	<p><b>Drawing</b> - Start to produce different patterns and textures from observations, imagination and illustrations.</p>

	<p><b>Printing</b> - Develop simple patterns by using objects to print</p> <p><b>Sculpture</b> - Enjoy a range of malleable media including clay and play/salt dough</p>	<p>colours and match to different objects.</p> <p><b>Printing</b> - Enjoy taking rubbings.</p> <p><b>Sculpture</b> - impress and apply simple decoration</p>	<p>including different sized brushes and tools.</p> <p><b>Printing</b> - Create simple pictures by printing objects.</p> <p><b>Sculpture</b> - Build a construction/sculpture</p>	<p>colours and match to different objects.</p> <p><b>Printing</b> - Develop simple patterns by using objects</p> <p><b>Sculpture</b> - cut shapes using scissors/ other modelling tools</p>	<p>different surfaces and in different ways</p> <p><b>Printing</b> - Enjoy using stencils to create a picture</p> <p><b>Sculpture</b> - cut shapes using scissors and other modelling tools</p>	<p><b>Painting</b> - explore working with paint on different surfaces and in different ways</p> <p><b>Printing</b> - Enjoy using stencils to create a picture</p> <p><b>Sculpture</b> - Build a construction/sculpture</p>
<b>Suggested artists</b>	Van Gogh - self-portraits	Jackson Pollock - Fireworks	Da Vinci - vehicle design  Kandinsky - Circles	Spring flowers -  Van Gogh, Damien Hurst, Traditional Chinese artwork	Cezanne - still life	Eric Carle - illustration/collage  Matisse - The Snail
<b>KSI National Curriculum statements</b>	<ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					
<b>Year 1 - topic and projects</b>	<p><b>EXPLORERS</b> Make own sculptures from natural objects - looking at land art and the artist Andy Goldworthy</p> <p>Poster paints – exploring how to make</p>	<p><b>EXPLORERS</b> Firework art – chalk and pastels on black paper, looking at light and dark. Drawing exercises to music/sound. Painting - mixing colours to paint Autumn trees/leaves.</p>	<p><b>OUR PLANET</b>  Sketching animals - explore using ink/charcoal/graphite</p> <p>Painting techniques – children sketch and then use watercolours</p>	<p><b>OUR PLANET</b>  Recycling focus - linked to junk modelling in DT. Use Jane Perkins as an example of an artist who uses recycling.</p>	<p><b>FITZ AND WILL</b> Sketching and observational drawings when on trip to Cambridge. Children to do drawing exercises beforehand in preparation.</p> <p>Choose a sketch and work up to final piece with paint or collage.</p> <p>Clay Cats - children make studies of cats developing drawing techniques. Design own cat.</p>	

	<p>colours. Introduce colour wheel.</p> <p>Paint a self-portrait</p> <p>Exploring observational drawings of artefacts such as skeletons and natural found objects - using pencils/crayons/pastels</p>	<p>Printmaking winter tree - exploring form and line of bare branches</p> <p>Making Christmas cards - Printmaking.</p> <p>Designing and making Advent Calendars</p>	<p>to create rainforest macaw</p>	<p>Pastels – looking carefully at our beautiful trees - drawing a spring tree.</p>	<p>Clay exercises to develop clay skills and the modelling own clay cat. Use tools for embellishment.</p>
<p><b>Skills to focus on</b></p>	<p><b>Drawing</b> - Experiment with a variety of media / Begin to control the types of marks made with the range of media /Draw on different surfaces.</p> <p><b>Painting</b> - Explore with a variety of media different brush sizes and tools / Explore lightening and darkening paint without the use of black or white</p> <p><b>Printing</b> - Explore printing simple pictures with a range of hard and soft materials</p> <p><b>Sculpture</b> - Experiment in a variety of malleable media such as clay, papier mache, modroc and salt dough.</p>	<p><b>Drawing</b> - Experiment with a variety of media / Begin to control the types of marks made with the range of media /Draw on different surfaces.</p> <p><b>Painting</b> - Begin to control the types of marks made with the range of media / paint on different surfaces with a range of media</p> <p><b>Printing</b> - Explore printing simple pictures with a range of hard and soft materials</p>	<p><b>Drawing</b> - Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and Textures.</p> <p><b>Painting</b> - Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p><b>Printing</b> - Demonstrate experience with impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p><b>Sculpture</b> - Shape and model materials for a purpose e.g. pot or tile either from observation or imagination.</p>	<p><b>Drawing</b> - Start to record simple media explorations in a sketchbook. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p><b>Painting</b> - start to record simple media explorations in a sketchbook.</p> <p><b>Printing</b> - Explore printing in relief: string on card. Begin to identify forms of printing: books, posters, fabrics.</p> <p><b>Sculpture</b> - Impress and apply simple decoration technique: impressed, painted, applied. Use tools and equipment safely and in the correct way.</p>	

<b>Suggested artists</b>	Andy Goldsworthy - land art Barbara Hepworth or Henry Moore - abstract sculpture	Jackson Pollock - for firework art Kazuno Kohara - printmaker/illustrator	Henri Rousseau - rainforests/animals	Jane Perkins David Hockney - trees	Jia Han - illustrator	Gwen John - cats Study local ceramic craft makers - <a href="http://www.cambridgecrafts.co.uk">www.cambridgecrafts.co.uk</a>
<b>Year 2</b>	<p><b>STORIES PEOPLE TELL</b> The use of illustration in picture books. Anthony Browne's illustrations of Into The Forest. How does the illustrator use colour? How does the illustrator make things seem further away? Creating our own illustrations exploring a range of media: collage, watercolour.</p> <p>Colour mixing using the primary colours to use in our Anthony Browne inspired pictures.</p> <p>Studying tone light and dark - Day and night pictures based on the book, Here We Are (looking at Van Gogh's Starry Night and Sunny Day pictures as a stimulus,)</p>		<p><b>GREAT FIRE OF LONDON</b></p> <p>Children to explore using different materials to create a zoomed out story of the fire - Painting Project?</p> <p>Scaled/zoom out collage of GfOL: Looking at and discussing art from Jan Griffier, Lieve Verschuier, The Monument from Gracechurch street</p> <p>Sketching tudor houses, using pencil to shade and rulers to create straight lines.</p> <p>Printing a silhouette of the London skyline</p>	<p><b>WHERE IN THE WORLD</b> Types of paint Colour mixing</p> <p>Drawing and painting - types of animals from different countries (Aboriginal Art, Rangoli paintings, Warli paintings and Amate paintings).</p>	<p><b>GIANTS, BEANSTALKS AND CASTLES</b> Looking at patterns and symbols used on shields in the past. Designing and creating shields.</p> <p>Looking at the Bayeux tapestry and the way it is used to tell a story. Creating a large, whole class bayeux tapestry.</p> <p>Looking at castle engravings and using polystyrene to create prints similar to the engravings. (similar to lino printing).</p> <p>Explore architecture of castles (look at historic examples, how real castles have been used as inspiration for other buildings)</p>	
<b>Skills to focus on</b>	<b>Drawing</b> - Continue to investigate tone by drawing light/dark lines, patterns and shapes, using a pencil.		<b>Drawing</b> - Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a		<b>Drawing</b> - Continue to investigate textures and produce an expanding range of patterns.	

	<p>Name, match and draw lines/marks from observations. Use a sketchbook to plan and develop simple ideas.</p> <p><b>Painting</b> - Continue to experiment to lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</p> <p><b>Printing</b> - Demonstrate experience with impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image.</p> <p><b>Sculpture</b> - Demonstrate experience in surface patterns/textures and use them when appropriate.</p>	<p>sketchbook to plan and develop simple ideas.</p> <p><b>Painting</b> - Begin to control the types of marks made with different painting techniques eg. layering, mixing media, adding texture.</p> <p><b>Printing</b> - Continue to explore printing simple pictures with a range of hard and soft materials.</p> <p><b>Sculpture</b> - Shape, form, construct and model from observation and imagination</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p><b>Painting</b> - continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work.</p> <p><b>Printing</b> - make simple marks using rollers and printing palettes. Take simple print i.e. mono-printing</p> <p><b>Sculpture</b> - Shape, form, construct and model from observation and imagination</p>	
<p><b>Suggested artists</b></p>	<p>Anthony Browne Eric Carle Axel Scheffler Van Gogh</p>	<p>Jan Giffer, Lieve  Verschuer</p>	<p>Artists from around the world. Chris Ofili - aboriginal techniques in contemporary art</p>	<p>Bayeux Tapestry Gee's Bend Quiltmakers Greek and Roman patterns Patterns - Bridget Riley Keith Haring - contemporary pattern design (skateboards) Paul Klee</p>
<p><b>KS1 National Curriculum Objectives</b></p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>			

	<ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>		
<b>Year 3</b>	<p style="text-align: center;"><b>Awesome Ancient Britain</b></p> <p>The topic explores the origins of mark making through examining cave art from the Stone Age. The children imitate the crude style of the first markings of man through the use of tactile, raw materials such as chalk and charcoal.</p> <p>Inspired by cave mark making, the children explore various ways to create effects with paint. Later, they can transfer these techniques to create still life works (e.g. white chalk and charcoal monochrome), observing light and shadow to aim to create 3D form.</p> <p>Studying the theories behind the building of StoneHenge, the children use paint to create skylscapes using light and dark and overlay dramatic silhouettes.</p>	<p style="text-align: center;"><b>Ancient Egyptians</b></p> <p>The children study Ancient Egyptian art, sculpture and artefacts alongside portrait artists, closely observing use of symbolism, colour, composition and proportion. Using collage and paint the children will create their own headdress.</p> <p>The children learn the history of canopic jars, recreating either the jackal, baboon, human or falcon as a sculptural piece (clay works well to create a base pot and head on the lid).</p> <p>To link with their phase production to parents, children will spend time preparing props in class. This will vary depending upon the specific performance but will cover a range of the skills below.</p>	<p style="text-align: center;"><b>Active Planet</b></p> <p>Active Planet explores current global issues alongside geographical phenomena and processes. Through the exploration of maps and major geographical landforms the children can create landscape pictures through the use of various media. They will use important artists from history, such as Turner, as inspiration from which to innovate.</p> <p>Using the theme of recycling, the children will create 3D sculptures of endangered animals. They will be encouraged to explore their junk modelling skills as well as build upon their skills in joining material.</p>
<b>Skills focus</b>	<p><b>Drawing:</b> Developing mark making techniques, such as intricate patterns or smudging, using a variety of mediums.</p>	<p><b>Drawing:</b> Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p>	<p><b>Drawing:</b> Create textures and patterns with a wide range of drawing implements.</p> <p><b>Painting and printing:</b> Selecting materials to</p>



	<p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>During observational drawing, children should be taught how to represent the tonal scale—the effect of light on an object, including shadows— in drawings using pencil, chalk, pastels and charcoal ( link to science curriculum). Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Children should experiment with representing texture in manmade and natural patterns (Link to rocks and fossils).</p> <p>Children should be taught to draw positive and negative spaces in their drawing to aid with forming aesthetically pleasing compositions. Noting also, fore/middle/background.</p>	<p><b>Painting:</b> Mix colour, shades and tones with increasing confidence.</p> <p>Confidently create different effects and textures with paint according to what is needed for the task.</p> <p><b>Sculpture:</b> Shape, form, model and construct 3D forms using malleable and rigid materials.</p> <p>Plan and develop ideas using taught techniques.</p> <p>Use of slip to join clay.</p> <p>Using observation, replicate patterns and textures on a 3D form.</p> <p>Discuss and evaluate their own work and work of other sculptors.</p>	<p>create a desired textural effect for instance bark rubbing for a tree, sponge printing for clouds etc creating mixed media collages exploring natural and manmade patterns.</p> <p>Children should build on their experience of colour mixing to create their own colour wheels.</p> <p>Children should be taught how and when to use different types of brushes.</p> <p>Demonstrate increasing control with the type of marks made and experiment with different effects (eg blocking colour, washes etc).</p>
<p><b>Suggested artists</b></p>	<p>Grotte de Lascaux - UNESCO World Heritage Sites</p> <p>Edward Lear - Fossil Art</p> <p>MC Escher - Printmaking</p> <p>Paul Cezanne – Linking to oil pastels, still life. Light and shadow to create 3D</p> <p>Kandinsky - Mark-making; primary/secondary colours</p> <p>Georges Seurat - pointillism</p>	<p>Study of Ancient Egyptian pyramids, monuments, tomb paintings, sculptures and artefacts.</p> <p>Marc Chagall - portrait</p> <p>Rene Magritte – link to portraits, abstract</p>	<p>Hokusai – linking with landscape, Japanese art, oceans.</p> <p>Nick Rowlands - volcano art</p> <p>Claude Monet - water colour</p> <p>Geraldine Theurot - printmaking</p>
<p><b>Year 4</b></p>	<p><b>Ancient Greeks</b></p> <p>Greek Vases - Recognise and explore patterns on Greek</p>	<p><b>Anglo Saxons</b></p> <p>Anglo-Saxon Arts and Crafts - Explore and discuss a range of Anglo Saxon</p>	<p><b>Mediterranean Menu/Ravishing Rivers</b></p> <p>Exploring Mediterranean artists, creating paintings in these styles and exploring</p>

	<p>vases. Create a plan/design for an ancient Greek vase. Create a Greek vase</p> <p>Greek Persephone Clay Figures - Learn about the significance of Persephone figurines. Construct a figurine in clay from a single lump.</p> <p>Halloween Art - Using watercolours, create a sunset background with silhouette Halloween shapes</p> <p>Sketching and Drawing Skills - Sketching – from 2D using images of fruit Sketching – from 3D using real fruit</p> <p>Artist Focus - Explore/research life of Cezanne Cross curricular writing opp: Biography of Cezanne. Explore artwork of Cezanne – with a focus on still life using fruit. Using chalk pastels, create our own artwork of fruit. Use Cezanne artwork as inspiration.</p>	<p>arts and crafts. Explore Anglo Saxon patterns - sketch and draw Anglo Saxon patterns in sketchbooks. Design an Anglo Saxon brooch. Make an Anglo Saxon brooch and evaluate. Create Anglo-Saxon illuminated letters.</p> <p>Colour Mixing - Create a colour wheel using primary, secondary and tertiary colours Create a colour wheel using hues, tints and shades</p>	<p>cubist techniques.</p> <p>Develop use of collage to create a piece of artwork - use the work of Jeannie Baker as an inspiration.</p>
<p><b>Skills to focus on</b></p>	<p><b>Drawing:</b> Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Developing creating a variety of marks</p>	<p><b>Drawing:</b> Use sketchbooks to collect and record visual information from different sources.</p>	<p><b>Printing:</b> create repeating patterns</p> <p>Start to look at working in the style of an artist.</p>

	<p>with a variety of medium and a wide range of drawing implements.</p> <p><b>Painting:</b> use light and dark within painting and begin to explore complimentary colours.</p> <p><b>Sculpture:</b> Develop use of shape and form to model and construct with clay.</p> <p>Plan and develop different methods of construction and adhesive techniques.</p> <p>Experiment with surface patterns and textures.</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Understanding why the choices they make best suit.</p> <p><b>Painting:</b> Mix colours, shades and tones with increasing confidence</p>	<p><b>Drawing:</b> Use sketchbooks to collect and record visual information from different sources.</p>
<p><b>Suggested artists</b></p>	<p>Ancient Greek historical artefacts</p> <p>Paul Cezanne</p>	<p>Anglo Saxon historical artefacts</p>	<p>Aboriginal art</p> <p>Beatriz Milhazes</p> <p>Romero Britto</p> <p>New York architecture/ cityscapes</p>
<p><b>Year 5</b></p>	<p><b>Magic in the making</b></p> <p>Children explore Van Gogh's Starry night and experiment with replicating the famous image. They then apply what they have learnt to mimicking the style to create a Harry Potter Starry night scene.</p> <p>History of art - Children will learn about different periods of art and will place these onto a timeline to show how they influenced each other.</p>	<p><b>Our Universe</b></p> <p>In this space-themed topic, children will explore logo designs, using observational drawings and graphic art. They will then create space logos, experimenting with colour, texture and shape. They will consider the work of Peter Thorpe as inspiration.</p>	<p><b>Roman Britain</b></p> <p>Children will work together to produce a collaborative piece of artwork in the style of a Roman mosaic. Children will have to carefully sketch their section of the finished piece, before creating tiles for the mosaic and using precision to place these correctly.</p> <p>Children will also produce sculptures in the style</p>

	They will learn about optical illusions in art and create a Victorian thaumatrope toy.		of the Romans. They will look at historical examples of the sculptures before planning and creating their own in clay. They will add final details.
<b>Skills to focus on</b>	<p><b>Drawing:</b> Develop close observation skills, using a variety of viewfinders (History of art project)</p> <p><b>Painting:</b>Confidently control the types of marks made and experiment with different effects and textures (starry night)</p> <p>Mix and match colours to create atmosphere and light effects (starry night)</p> <p>Develop skills analysing artwork and identifying artistic influences.</p> <p>Explore and use various media, including wax resist and collage.</p> <p>Experiment with pattern and geometric shape, including Ndebele patterns.</p>	<p><b>Drawing:</b> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: texture (space scene)</p> <p><b>Painting:</b>Confidently control the types of marks made and experiment with different effects and textures (stippling, scrubbing and blending using oil pastels in space scene)</p>	<p><b>Printing:</b> considering repeats of motif to make a pattern</p> <p><b>Drawing:</b> Work in a sustained and collaborative way to create a detailed drawing.</p> <p>Use drawing techniques to work from a variety of sources including observation and digital images.</p> <p><b>Sculpture:</b> Use sketchbooks to plan a sculpture through drawing and other preparatory work, including how to join parts of the sculpture.</p> <p>Carve a simple form and make a slip to join pieces of clay.</p> <p>Adapt work as and when necessary and explain why.</p>
<b>Suggested artists</b>	Van Gogh George Seurat Bradley Hart	Peter Thorpe - illustrator/space-themed abstract artist	William Morris – looking at pattern, printmaking
<b>Year 6</b>	<p><b>Blood, Sweat and Tears</b></p> <p>Children start their WWII topic by learning about The Blitz and creating silhouette artwork of the London skyline during the bombing using mixed</p>	<p><b>I’m a pupil, get me out of here</b></p> <p>In this topic which focuses on the rainforests of Central and South America, the children study a range of South American artists including Torres</p>	<p><b>Lights, Camera, Action!</b></p> <p>Shadow puppet art (link to science). Tin foil figures and paper shadow puppets. Record shadow in sketch books.</p>

	<p>media. They move on to a focus on surrealism in which they develop their sketching skills to sketch planes working towards a final piece in which they place the planes in a surrealist background.</p> <p>Linking to their portal story writing, they develop their drawing skills, using sketchbooks to record progress in their forest art project.</p> <p>To link to remembrance day, children explore different paintbrush techniques to create 'poppy art'.</p>	<p>Garcia and Beatriz Milhaszres. The works the children study all include geometric shapes. The children mimic these artists and consider possible meanings of different elements of the pieces to create their own compositions.</p> <p>The children look at self-portraits by Frida Khalo and use the self portrait with monkeys to guide making clay monkeys.</p>	<p>Perspective and pencil techniques - drawing forests from Macbeth setting.</p> <p>Create diorama based on scene from Shakespeare play - link to architecture (explore set design).</p>
<p><b>Skills to focus on</b></p>	<p><b>Drawing:</b> Use sketchbooks to collect and record visual information from different sources e.g. recording horizontal and then vertical lines from pieces of artwork (forest art).</p> <p><b>Drawing:</b> Draw for a sustained period of time over a number of sessions working on one piece ( plane artwork).</p> <p><b>Painting:</b> Purposely control the types of marks made and experiment with different effects and textures. E.g. thickened paint creating textural effects (poppy art).</p> <p><b>Painting:</b> Work is a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade ( forest art).</p>	<p><b>Sculpture:</b> Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook (clay monkeys).</p> <p>Solve problems as they occur (clay monkeys)</p> <p>Model and develop work through a combination of pinch, slab and coil (clay monkeys)</p> <p><b>Drawing:</b> Use different techniques for different purposes i.e. shading, hatching within their own work (Torres Garcia)</p> <p><b>Painting:</b> Mix colour, shades and tones with confidence, building on previous knowledge. Understand which works well in their work and why (Beatriz Milhazres)</p>	<p><b>Sculpture:</b> Work in a safe, organised way, caring for equipment (shadow puppets)</p> <p>Use manmade materials to create sculptures confidently and successfully join materials together (shadow puppets)</p> <p>Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture (shadow puppets)</p> <p><b>Drawing:</b> develop an awareness of composition, scale and proportion in their drawings. Children to sketch settings which have a vanishing points (Scene drawings)</p>
<p><b>Suggested artists</b></p>	<p>Paul Nash (surrealism for plane drawing) Salvador Dali</p>	<p>Torres Garcia Beatriz Milhazres</p>	<p>Pablo Picasso Su Blackwell</p>

	David Hockney	Frida Khalo	David Rockwell - set design/architecture - see DT planning
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