



Art							
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>-Begin to use simple drawing tools -pencil, chalk, chunky crayon -Use drawings to tell a story</p> <p>Lines and marks -Experiment with different types of lines</p> <p>Textures -Explore different textures through rubbings</p> <p>Form and Shape -Encourage accurate drawings of people</p> <p>Tone Produce lines of different thickness</p>	<p>-Extend the variety of drawings tools <i>pencils, rubbers, crayons, pastels, felt tips, chalk</i></p> <p>Lines and marks -Produce lines of different thickness and tone</p> <p>Textures Investigate textures by describing, naming, rubbing, copying. -Observe patterns</p> <p>Form and Shape -begin to use techniques that show a landscape, including foreground and background -Draws faces with features and begins to shapes that represent objects, people, places</p> <p>Tone Investigate tone by drawing light/dark lines</p>	<p>- Experiment with a variety of media; <i>pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</i> -Draw a way of recording experiences and feelings</p> <p>Lines and marks -Begin to draw shapes from observations. - Name, match and draw lines/marks from observations. - Invent new lines. - Draw on different surfaces with a range of media. -Control the types of marks made with the range of media</p> <p>Textures -Experiment with tools and surfaces. -Continue to name different texture types</p> <p>Form and Shape -Observe and draw shapes from observations. -Draw shapes in between objects. -Invent new shapes.</p> <p>Tone Investigate tone by</p>	<p>-Experiment with ways in which surface detail can be added to drawings. -Draw for a sustained period of time at an appropriate level.</p> <p>Lines and marks -Experiment with the potential of various pencils grades. -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc</p> <p>Form and Shape - Begin to observe objects -Initial sketches as a preparation for painting - Sketch to make quick records</p> <p>Textures - Create textures with a wide range of drawing implements.</p> <p>Tone Experiment with different grades of pencil and other implements to achieve variations in tone</p>	<p>Experiment with the various drawing tools: <i>pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</i> -Continue to draw for an extended period of time.</p> <p>Lines and marks -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. -Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape - Experiment with different grades of pencil and other implements to draw different forms and shapes. -Begin to make sketches of observed items.</p> <p>Texture - Apply a simple use of pattern and texture in a drawing.</p> <p>Tone -Identify and draw the effect of light and shade -Scale and proportion</p>	<p>- Work from a variety of sources including observation, photographs and digital images</p> <p>Lines and marks -Effect of light and shade on objects -Add detail through lines and mark making</p> <p>Form and Shape -Produce increasingly accurate drawings of people -Concept of perspective - Develop close observation skills using a variety of view finders. - Look at the negative space in drawings and images - Develop use of light and dark to give a sense of form</p> <p>Texture Interpret the texture of a surface and begin to match in drawings</p> <p>Tone Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Perspective and Composition - Begin to use simple perspective</p>	<p>Work from a variety of sources including replicaton observation, photographs and digital images.</p> <p>□ Work in a sustained and independent way to create a detailed drawing</p> <p>Lines and marks -Develop shading to start to shade with limited individual pencil markings.</p> <p>Form and Shape Effect of light on objects and people from different directions -Produce increasingly accurate drawings of people -Accurate drawings of whole people including proportion and placement -Draw with increasing accuracy of proportions, shape and space.</p> <p>Texture -Interpret the texture of a surface and replicate in drawings.</p> <p>Tone - Explore colour mixing and blending techniques with coloured pencils</p>

			drawing light/dark lines, light/dark patterns, light/dark shapes.		-Experiment with ways in which surface detail can be added to drawings. - Begin to show an awareness of objects having a third dimension.	in their work using a single focal point and horizon.	Perspective and Composition -Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background
Digital Media	Select colours in paint programs. Draw a picture on screen.	Record visual information using digital cameras, video recorders or iPads.	Use a simple graphics package to create images and effects with: - lines by changing the size of brushes in response to ideas; - shapes using eraser, shape and fill tools; - colours and texture using simple filters to manipulate and create images. - Use basic selection and cropping tools.	Record and collect visual information using digital cameras and video recorders or iPads. Present recorded visual images using software.	Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. - Change the type of brush to an appropriate style. - Create shapes by making selections to cut, duplicate and repeat. - Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.	Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint.	Use a graphics package to create and manipulate new images. - Be able to Import an image (scanned, retrieved, taken) into a graphics package. - Create layered images from original ideas.
Painting	Can hold a paintbrush using tripod grip Can use thick brushes Mix paints to an appropriate consistency <u>Colour</u> Use pre-made paints and are able to name colours Explore what happens when two primary colours are mixed together	Can independently select a range of tools for a purpose Begins to use a range of painting tools - cotton buds, thin brushes, sponges, nature brushes, etc <u>Colour</u> Know what happens when two primary colours are mixed together Mix primary shades and tones.	Use a variety of tools and techniques including different brush sizes and types. Experiment with tools and techniques e.g. layering, mixing media, scrapping through Create textured paint by adding sand, plaster <u>Colour</u> Mix secondary colours.	Work on a range of scales e.g. thin brush on small picture etc. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects <u>Colour</u> Begin to experiment with tints and shades. a	Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Independently mix and use tints and shades.	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours <u>Colour</u> Be able to identify and work with complementary and contrasting colours.	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <u>Colour</u> Mix and match colours to create atmosphere and light effects

<p>Printing</p>	<p>Print with large blocks, sponges and objects</p> <p>Print with smaller blocks, sponges and objects</p> <p>Use smaller blocks to print patterns with support</p> <p>Colour</p> <p>Texture</p>	<p>Selects own printing tools</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono - printing.</p>	<p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Create simple printing blocks with press print.</p> <p>Design more repetitive patterns.</p> <p><u>Colour</u> Experiment with overprinting motifs and colour.</p> <p><u>Texture</u> Make rubbings to collect textures and patterns.</p>	<p>Create repeating patterns.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Print with two colour overlays.</p>	<p>Create printing blocks by simplifying an initial journal idea.</p> <p>Use relief or impressed method.</p>	<p>Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>
<p>Sculpture</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p>	<p>Explore sculpture with a range of malleable media.</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile.</p>	<p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p>Change the surface of a malleable material e.g. build a textured tile.</p>	<p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p>	<p>Create surface patterns and textures in a malleable material.</p> <p>Develop skills in using papier mache to create a simple 3D object.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media.</p>	<p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>
<p>Collage</p>	<p>Tears paper</p> <p>Can cut straight line with support</p>	<p>Can cut straight lines independently</p> <p>Can cut simple shapes without support</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue</p>	<p>Can cut simple shapes with accuracy</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>Add collage to a painted, printed or drawn background.</p>	<p>Use a range of media to create collages</p>	<p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas</p>

		materials to different backgrounds Collect, sort, name match colours appropriate for an image	Create and arrange shapes appropriately Create, select and use textured paper for an image.				
Pattern	Imitate and create own simple repeating patterns using concrete objects i.e making an object train and photographing (buttons, stones, blocks), bead threading patterns. Make irregular painting patterns based on real life i.e printing the skin of a tiger/zebra/cheetah. Simple symmetry - folding painted butterflies.	Awareness and discussion of patterns around them - pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Look at natural and manmade patterns and discuss. Discuss regular and irregular - what does it mean?	Search for pattern around us (pictures, objects). Use the environment and other sources to make own patterns, printing, rubbing. Use sketchbooks to design own motif to repeat. Create own patterns using computers . Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground.	Consider different types of mark making to make Patterns tessellation	Organise own patterns. Use shape to create patterns.	Create own abstract pattern. Patterns reflect personal experiences and expression.
Artists/Art movement Autumn term	Wassily Kandinsky	Andy Goldsworthy	Surrealism Joan Miró- sculpture (Surrealism: Salvador Dali, Andre Breton, Leonora Carrington)	Vija Celmins Wilhelmina Barns-Graham, Barbara Hepworth,	Damien Hirst Naum Gabo M.C. Escher	Robert Indiana	Pre-Raphaelites: John Everett Millais William Holman Hunt Dante Gabriel Rossetti Edward Coley Burne-Jones
Artists/Art movement Spring term	Other artists such as Piet Mondrian and Andy Goldsworthy and Frida Kahlo	Ken Done (landscape artist)	Frida Kahlo	Katsushika Hokusai	Greek Architecture: Theophil Hansen Christian Hansen Ernst Ziller Panagis Kalkos	Islamic: Hassan Massoudy eL Seed Nadia Janjua Ahmed Moustafa Ruh Al-Alam	Benin: El Anatsui Peju Alatise Nnenna Okore Gonçalo Mabunda Calixte Dakpogan
Artists/Art movement Summer term	Vincent Van Gough	Wassily Kandinsky	Vincent Van Gogh - <i>Starry Nights</i> L.S. Lowry - <i>Coming From the Mill</i> Stephen Wiltshire - <i>St Pauls Cathedral and the City of London Skyline</i>	Brendan Jamison -Main artist Jill Townsley Michelle Reader	Erin Hanson	Pop Art -Andy Warhol - Roy Lichtenstein - David Hockney - Patrick Caulfield	AfriCOBRA (The African Commune of Bad Relevant Artists) Key artists: <ul style="list-style-type: none"> • Barbara Jones-Hogu • Jeffrey Donaldson • Wadsworth Jarrell

						<ul style="list-style-type: none">• Jae Jarrell• Gerald Williams <p>Pieces of art:</p> <ul style="list-style-type: none">• Wall of Respect (1967)• Liberation Soldiers (1972)• The Freedom Principle (1969)• Wake Up (1971) <p>Other street artists/art:</p> <p>Banksy Keith Haring https://mymodernmet.com/10-street-artists-you-should/ Berlin street art Belfast/Derry street art Steve McQueen</p>
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