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| **EYFS** | **30-50 months:**   * Uses various construction materials. * Realises tools can be used for a purpose.   **40-60 months:**   * Understands that different media can be combined to create new effects. * Constructs with a purpose in mind, using a variety of resources. * Selects appropriate resources and adapts work where necessary. * Selects tools and techniques needed to shape, assemble and join materials they are using. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Nursery** | Helping Hands – colours  Finger prints , hands – messy play     * Exploring painting with hands creating different effects – hand prints and hand stencils using sprays with readymix      * NHS rainbows – Children look at the colours in the rainbow and discuss – do they know how to make different colours? * Explore mixing a colour using hands by overlaying two primary colours * Drawing rainbow shapes using different tools – colouring pencils, charcoals, pastels etc * copying the colours they can see in the rainbow and creating a rainbow collage * Large canvas children create a handprint rainbow | • Move It – Jackson Pollok inspired splatter art  This contains an image of: Art Competitions    • Colour mixing through splatting, flicking, and mark making  • Exploring warm and cold colour palettes through moving paint  • Explore monochrome through moving paint  • Marble painting- rolling | Secret Garden - Bees     * Bee drawing – oil pastel colours * honeycomb printing with bubble wrap- yellows, oranges – browns * Class group activity- making paper mâché beehive * rolling paper and weaving into chicken wire – with support to make honeycomb * individual – paper mâché bees using yellow tissue paper * Painting black on bees * adding to hive using wire   This contains an image of: Craft Forums with Patterns, Project Ideas, Craft Advice and More |

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| **EYFS** | **40-60 months:**   * Understands that different media can be combined to create new effects. * Constructs with a purpose in mind, using a variety of resources. * Selects appropriate resources and adapts work where necessary. * Selects tools and techniques needed to shape, assemble and join materials they are using.   **ELG:**   * They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | Helping Hands – people- hands- artist – Andy Warhol printing   * Drawing round hands * Exploring painting with brushes – how to hold a paintbrush – experimenting with brush strokes lines and patterns * Exploring colours looking at Andy Warhol POP art- painting background of tile – let dry * Differentiate here- some children may be able to draw round their hand on painted background and then paint a different colour inside their drawing using small brushes **or** they can paint their hand and create a handprint on their background instead * Paint hand black and print black handprint on tile laying on top of coloured handprint | * Move It- Alexander Calder Kinetic art * Children explore how to create different patterns and marks through actions using paint * Spin painting on turning wheel * Bottle swinging painting * Marbling * Exploring the primary colours and mixing secondary colours * Teacher and children work together to create a moving mobile using pieces of their work cut into shapes | Secret Garden – butterfly  Artist - Damien Hirst     * Drawing butterfly wings close up focusing on lines and shapes in wings * Explore Damien Hirst symmetry- butterfly painting through folding paper and printing and exploring mark making tools and creating butterflies by dragging paint- using symmetry * Close up wing drawings using black oil pastels and watercolour * Cutting butterflies out of wing paintings (photocopies) * Damien Hirst patterns – create giant collage on A2 class canvas using butterfly wings sticking down with PVA |

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| **KS1** | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, using a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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. | | |
|  | **Autumn**  **The Great Food Journey** | **Spring**  **Great Leaders** | **Summer**  **Just the tickert** |
| **Year 1 & 2**  **Cycle A** | **Collage and Watercolour painting**   * Observational drawing of different fruits and vegetables * Explore making different shades od watercolour using less and more water * Explore different water colour techniques such as- wax resit, wash, wet on wet, wet on dry, cling film, salt, blotting * Create different sheets of abstract watercolour experiments * Combine different coloured papers cut out shapes to make fruit collage   **Artist**: Tracy English | **Painting**  .   * Observation drawing of crown exploring shape and line * Exploring colour theory – primary, secondary and complementary colours through mark making * Pop art painting of crown – using painting techniques style of artist create background * Paint crown on top in complementary colour using mark making techniques   **Artist/Designer**: Tim Fowler | **Printing**     * Drawing bike wheels – different kinds of transport and movement in art * Exploring circles through printing with recycling * Monoprint circles * Drawing into polystyrene and cutout to make a stamp then repeat print * Create an abstract repeat print combining monoprint and stamping -representing movement   **Artist**: Lionel Feininger/ Kandinsky |
| **Art**  **1/ 2**  **Cycle B** | **Little explorers- Marbling and painting**     * Observational drawing landscapes * Exploring warm colours and cold colours through mark making * Experimenting with marbling * Using abstract pieces to create landscape using collage   **Artist- Kate Shaw** | **Dungeons and Dragons**  **Sculpture**     * Drawing close up dragon eyes and apply shade * Experimenting creating low relief textures in clay using mark making and clay tools * Build scales using score and slip onto clay base around marble eye * Add textures using mark making tools * Paint details onto clay eyes   **Artist – Tim Jeffs** | **Adventures on the high seas**  **Printing**     * Using line drawing to create crashing waves * Drawing waves into polystyrene tile to create wave impression in printing plate * Creating wave print in style of artist * **Artist – Rene Quillivic** |
| **Ongoing** | **Planning, developing and reviewing.**   * Ask and answer questions about your starting points * Try things out and change your mind   Say what you are pleased with in your work and what you would change another time.  **Drawing**   * Draw using pencils, crayons, chalks, felt tips. * Experiment with colouring over areas to make darker. * Show pattern and texture using lines, dots and make rubbings using pencil and wax crayon. * In observational drawings make careful choices about size and colour. | | |

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| **KS2** | Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Find out about great artists, architects and designers in history. | | |
|  | **Autumn**  **Stone Age** | **Spring**  **Romans** | **Summer**  **Ancient Egypt** |
| **Year 3 & 4**  **Cycle A** | **Painting**   * Use a range of brushes sizes purposefully * Use black to create tones and white to create tints with control * Produce textures using brush techniques * Use colour to create mood. * Use thinner and thicker paint for effect    **Artist**: cave painting at Lascaux | **Collage figures**   * Drawing figures- proportions / figures in movement * Research artist create mood board exploring figurative drawing and collage using limited colour palette * Prepare materials for collage by painting washes over newsprint, collecting magazines, cardboard and paper packaging and by collecting rubbings of textures. Collect fabric (e.g. old clothes) * Cut and tear papers and fabric and arrange before gluing down.   **Artist**: Nancy Spero | **Sculpture**   * Drawing from Egyptian pots- patterns and shapes * Build base using balloon and cup- masking tape * Apply paper mache smoothly over base * Paint using bold colours in style of Grayson Perry    Artist: Grayson Perry |
| **3 / 4**  **Cycle B** | **Prehistoric park- Clay and watercolour** painting   * Drawing spiral ammonites and applying shade * Exploring watercolour techniques * Applying watercolour to spiral * Adding colouring pencil details * Rolling clay and twisting into ammonite fossil * Using tools to draw details into fossil * Varnish using PVA   Artist- Sam Cannon | **Save Our Planet**  **Drawing - Perspective drawing trees**   * Observational drawing branches and trees * Creating texture using shading techniques * Exploring creating distance in a drawing through shading * Creating forest drawing in style of Antony Browne     **Artist – Antony Browne** | **The Gift of the Nile**  **Printing**   * Drawing Egyptian patterns * Drawing Klimt inspired patterns into polystyrene tile * Printing in metallics onto fabric and paper   **Artist- Gustav Klimt** |
| **Ongoing** | **Planning, developing and reviewing.**   * Use sketch books to explore the work of artists and crafts people and to practise and refine techniques * Plan work, review work and make changes as you work. * Use artistic language: portrait, still life, seascape, landscape, city scape, abstract * Ask and answer questions about your starting points * Try things out and change your mind * Say what you are pleased with in your work and what you would change another time.   **Drawing**   * Use light lines for initial sketch so lines do not need to be rubbed out in order to make changes. * Use a range of pencil grades to create line, tone and texture. * Use tone to show light and shadow * Show accuracy in size and proportion in observational drawings. | | |

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|  | **Autumn**  **Space** | **Spring**  **After the heartbreak**  **Refugees** | **Summer**  **Magic, monsters and mayhem**  **Vikings and Anglo Saxons** |
| **Year 5/6**  **Cycle A** | **Collage and Print**   * Drawing lunar landscapes experimenting with shading techniques to create texture * Creating abstract backgrounds using monoprint techniques * Using monoprints to create lunar landscape   **Artist: Max Ernst** | **Painting**   * Continue using the 2 pot method of watercolour * Experiment with watercolour, exploring intensity of colour to develop shades. * Know how to show reflections. * Choosing the appropriate brush or tool for the task. * Using the appropriate colours to reflect the mood/purpose of the painting- * Apply techniques to coffee painting inspired by Refugee Art Project     **Artist**: L. S. Lowry  Refugee Art Project    Cityscapes – local architecture | **Clay**   * Roll clay using pieces of wood to ensure even thickness. * Make a tile and add decorative pieces joining by score and slip method using water. * Make and use slip to join smaller, delicate pieces. |
| **Ongoing** | **Planning, developing and reviewing.**   * Develop and imaginatively extend ideas, collecting ideas, sketches and resources and present imaginatively in a sketch book. * Comment on artworks using visual language. * Begin to use terms for art movements.   **Drawing**  · Use tone to show light falling in different directions.  · Show perspective in objects in the foreground and background.  ·  Using line, tone, shape and colour to represent figures and forms in movement. | | |

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| **KS2** | Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Find out about great artists, architects and designers in history. | | |
|  | **Autumn**  **Portraits**  **Onnly the brave** | **Spring**  **Friend or foe?**  **3d sculpture masks** | **Summer**  **World War 2** |
| **Year 5/6**  **Cycle B** | **Shackleton – Printing, drawing and painting**  Antarctica map   * Using shading techniques to create a value chart exploring tone * Research artist Derek Lerner and create a mood board experimenting with lines, shapes and tone in blue colouring pencils, oil pastels and blue pens * Mix a blue monochromatic colour palette using tempera paint * Experiment with shapes and patterns through mono printing * Create a mono print background * See the source imageApply drawing skills in paint and pens to create their own Antarctica map * Evaluate the process   Artist – Derek Lerner | **Sculpture – Creating 3d masks.**   * Research Paula De Prado and their use of design to create a variety of masks – * create a mood board. * Create and build the base for the mask. * Build mask using a frame and mod roc * Add additional features using cardboard and wire. * Use acrylic paint to add details to the mask. * Evaluate the product.   See the source image | **Painting/ digital art**  **Perspective painting**   * Create distance in a drawing using vanishing point * Research war artists and how they create atmosphere and mood in their work- what are they trying to say through their work- such as Henry Moore, Paul Nash, Jacqueline Hurley, Guy Catling * Discuss how Jacqueline Hurley has use perspective in her paintings * Explore monochrome colour palette in watercolour * Create distance in a painting * Apply medium to paint to thicken and use this to build out poppy details of painting     **OR Roman Halter ? Hallocaust portraits ??**  **Digital art- Guy Catling – could this be an enritchment day?** |
| **Ongoing** | **Planning, developing and reviewing.**   * Develop and imaginatively extend ideas, collecting ideas, sketches and resources and present imaginatively in a sketchbook. * Comment on artworks using visual language. * Begin to use terms for art movements.   **Drawing**  · Use tone to show light falling in different directions.  · Show perspective in objects in the foreground and background.  ·  Using line, tone, shape and colour to represent figures and forms in movement. | | |