

ART CURRICULUM PLAN – LORD DERAMORE'S PRIMARY SCHOOL

Intent: The subject of art and design is seen as very important at Lord Deramore's. It gives children the opportunity to learn and develop practical and creative skills, and go on to use these skills in their own individual way. Children are given the knowledge and vocabulary to talk about, understand and enjoy pieces of art. The work of designers and artists from around the world can be appreciated and used as inspiration. In our school, art and design are often taught in a cross curricular way, allowing for a deeper understanding of the time or place the art or artist comes from. It is the ideal medium to reflect different cultures around the world, as well as the cultures within our diverse school community. Art and design allow the learner to express their own ideas and feelings in a visually creative way, and for their own creative ideas to be valued. An enthusiasm for art and design at this stage may encourage some of our young people to develop a life-long enthusiasm, which, one day, may lead to employment in the creative industries.

Implementation: Art is planned across each phase and will, where possible, be inspired by the termly topic. Art themes and skills are on a two or three year cycle depending on the number of classes in the phase. From Phase 2 upwards, work involves the use of sketch books to practise and develop skills that build towards a final piece of work. Enrichment activities including visitors, experiences and educational visits are carefully planned to enhance the topic and provide first hand and memorable experiences. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

Impact: Art knowledge and skills are assessed by teaching staff throughout a topic and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. Art subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations



	PHASE 1		PHASE 2		PHASE 3		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge (substantive and disciplinary)	<p>Know about some famous works of art – painting, sculpture, collage and drawing</p> <p><u>Expressive Arts and Design: Creating with Materials: ELG:</u> Explore a variety of materials, tools and techniques e.g. pencils, pens and brushes of different thicknesses, finger paints and printing tools, Look at and talk about what they have done, explaining the process they went through</p> <p><u>Physical Development: Fine Motor Skills: ELG:</u> using scissors to cut safely.</p> <p>Begin to use drawing, painting and sculpture to communicate their ideas.</p> <p>Use a range of materials creatively to explore, develop and share their ideas, experiences and imagination and begin to design and make product</p>		<p>Know about the work of a range of artists, craft makers and designers</p> <p>Use a wider range of materials creatively to share their thoughts, experiences and imaginings</p> <p>Further use drawing, painting and sculpture to explore, develop and share their ideas, experiences and imagination.</p> <p>Explore and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Introduce the use of sketch books to practice different skills</p>		<p>Know about great artists, architects and designers in history</p> <p>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>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p>		
Progression and Expectations	<p>Making Drawing Develop control and confidence with a range of media.</p> <p><u>Outside art</u> Use simple shapes and lines to</p>	<p>Making Drawing Develop further control and confidence drawing with a range of media. <u>Forest art</u> Use simple 2D shapes</p>	<p>Making Drawing Greater skill & control using simple lines & geometric shapes to create forms. Control pressure to create</p>	<p>Making Drawing Identify and draw the 2D & 3D geometric shapes in nature and the world. More effectively control drawing</p>	<p>Making Drawing Draw 2D & 3D geometric shapes. Show awareness of proportion, scale and order. Control line &</p>	<p>Making Drawing Draw with increasing confidence and awareness of the 2D and 3D geometric form..Draw neatly</p>	<p>Making Drawing Draw with increasing confidence developing their own personal style. Know how & when to</p>

	<p>represent objects from their experience and imagination. Peniitsu drawings Observational Drawing Cartoon Nussy Begin to fill shapes with colour and shading. Explore the effects of different tools and techniques</p> <p>Painting Hold a paintbrush with control to effectively mix paint on a palette or on paper. Explore with a variety of painting tools (brushes, sponges, tissue, shapes etc). Explore primary and secondary colours through mixing, matching and naming. Use black and white to lighten and darken colours. Add things to paint to create different textures. Paint lines, shapes and edges. Scottish Thistles</p> <p>Design Create pictures, paintings and models of things they have imagined or thought of in advance</p> <p>Craft Explore a variety of other art techniques such as wax resist, textile and collage using a wide range of media</p> <p>Sculpture Use box modelling, clay, playdough, construction etc to create models. Hairy Haggis forest clay</p>	<p>and lines to represent objects from their experience, Drawing skills imagination and observation. Use shading to begin to explore dark and light. Shading Shade and colour neatly. Develop appropriate pressure when using drawing materials. Use a variety of mark making materials to create texture and form. Drawing leaves Nick Sharrott</p> <p>Painting Use different types of paint - poster, powder, block - and know the properties of each. Begin to measure and mix their own paint. Mix colours in a palette and on paper. Mixing colours Paint with increasing control and on a variety of surfaces including different papers, fabrics and 3D models. Choose colours more carefully to express thoughts and feelings. Mix lighter and darker colours using white and black paint. Create different textures by adding things to paint e.g. sand. Choose size of brush to paint thick and thin lines, big and small shapes. In the style of Jessie Oonark</p>	<p>lighter or darker tones and marks. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. Use a range of media (including digital) to draw and add other materials to create expressive drawings. Harvest Art</p> <p>Painting Develop brush control & use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Watercolours Paint neatly and carefully, without leaving gaps or messy edges. Measure & mix the paint needed & apply paint sensitively with control. Experiment with painting on a range of surfaces. Explore techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively. Mix colours to make finer variations in secondary colours. Colour wheels Mondrian Learn that light colours appear closer and dark colours appear further away. Georgia O'Keefe Tints like Paul Klee Outdoor gallery - tints and shades Create patterns and texture in their work.</p>	<p>media to create dark and light tones. Shade tones with few gaps, that are neat to the edges. Effectively blend shading. Develop confidence making marks & lines to describe a wide range of surfaces, textures & forms. Work in a range of drawing media, knowing the differences and similarities. Select most suitable for the task. Record experiences and sequences of events. Draw things they can see in real life and pictures. Sketching fruit</p> <p>Painting Increase control, & precision when painting detail, lines and edges of shapes. Use different types of paint and painting surfaces, identify uses of different paintbrushes and painting equipment. Creating a wash Study how other artists' paint and create work in the same style. Combine traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.) Mix secondary and tertiary. Use colours, textures, lines and</p>	<p>shading using a range of media. Shading apples Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions) Use a variety of materials to draw and add detail using additional materials. Poppies Create work from their thoughts, feelings & memories, imagination, other places, cultures and peoples past and present. Draw from observation of real life and photographs. Painting and Mixed Media Paint with control, more accurately apply appropriate amounts of paint. Know and use different types of paint such as poster paint, powder, watercolour or acrylic for example. Experiment with colour, Tertiary colours texture, line, shape & composition to create express purpose, mood and feelings when painting. Use colour to make paintings more vibrant and to create areas of light and dark. Use tone</p>	<p>and evenly with more confidence, blending tones from light to dark smoothly. Shading Control pressure to understand the difference between sketching and more deliberate marks. Awareness of various mark making techniques for purpose & intention. Select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing. Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw Find and know artists' to influence their own drawing style. Inspired by Picasso</p> <p>Painting and Mixed Media Paint neatly and carefully, without leaving gaps or messy edges. Control the amount of paint they need to use and/or use water to preserve finer details. Know when to use different types of paint, such as what paint to use for painting models and</p>	<p>sketch and when to draw more confident line, using a developing ability to skilfully control the outcomes. Learn how to describe form from several different light sources. Shading Know and apply very basic one-point perspective. Work in a range of media with increasing confidence. Have greater choice over what materials they should use, working to own strengths and personal tastes. Learn more styles of drawing and learn how drawing is used in art; 1. graphic (<i>cartoon, graffiti, fashion design etc.</i>) 2. realistic (<i>portrait, still life etc.</i>) 3. technical (<i>architecture, product design, plans, diagrams, instructions</i>) 4. Illustration (<i>books, magazines</i>) 5. Abstract (<i>fine art</i>) 6. Sculptural (<i>3D, wire, card, architectural models</i>) 7. Digital (<i>using computers, tablets, film</i>) other materials. Painting and Mixed Media Control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Show a</p>
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	<p>Printing Explore making prints with a variety of objects</p> <p>Digital Take photos with a camera and explore filters</p> <p>Generating Ideas Change and develop work as they go</p> <p>Create art from personal experience and imagination Book</p> <p>Cooks drawing</p> <p>Knowledge Investigate the work of artists and talk about how it makes them feel and what they like</p> <p>Talk about their work and know the meaning of the words colour, line, tone, shape, texture and pattern</p> <p>Evaluation Make their own decisions about their work, select appropriate media to use. Compare their art with that of artists, describing similarities and differences. Kandinsky circles</p>	<p>Design Design and make something they have created sometimes drawing a design before they make it.</p> <p>Craft Select and cut colours, shapes, textures and images from a variety of sources to create collages. Add detail using sequins, lace, ribbon, bottle tops etc.</p> <p>Sculpture Use a range of materials - clay, foam, wire, card, plastic etc to create forms to make a sculpture they have designed, imagined or observed. Clay hedgehogs Paper sculpture Clay sculptures</p> <p>Printing Use a variety of materials to explore different printing techniques - block printing, mono printing, relief printing, etching. Exploring printing</p> <p>Digital Take photos with a camera, framing the picture to get the best result. Learn how to edit a picture.</p> <p>Generating Ideas Develop ideas from things they are interested in or have learnt about. Create work based on their experiences, interests and imagination.</p> <p>Knowledge</p>	<p>Understand the importance of outlines & paint more sophisticated shapes.</p> <p>Design Design & make complex forms from imagination & invention in two or three dimensions.</p> <p>Craft Weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, etc</p> <p>Select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes to create a collage. Natural collage Developing collage skills Collage skills</p> <p>Sculpture Use a range of materials to create Forms & make things they have designed, invented or seen. Modify & correct things with greater skill. Make choices about the best order to complete a task in. Clay leaves Pinch Pots Pumpkins</p> <p>Printing Use different techniques to create artwork. Use simple motif printing blocks to print. Mono Printing Exploring printing</p>	<p>shapes imaginatively and appropriately to express ideas. Learn how depth is created by varying the tones or colours, such as in skies and landscapes. Paint with line for expression and to define detail. Create more complex patterns and textures.</p> <p>Design Design and make art for different purposes,</p> <p>Craft Use collage as an art form, explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc</p> <p>Sculpture Design and make Forms in 3D, using card, wire, paper, found objects, clay or modelling materials, finish and present their work to a good standard. Developing skills Medusa</p> <p>Printing Use a range of printing techniques (mono printing, block printing, relief printing etc.) Use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Exploring block printing Printing with leaves</p> <p>Digital Use drawing & painting programmes Piet Mondrian and photo manipulation.</p>	<p>(light and dark) to make paintings more realistic or more expressive. Use line to highlight form and shape. Use pattern & texture for desired effects and decoration. Analogous colours</p> <p>Design Make art for a wider range of purposes,</p> <p>Craft Use collage as an art form, explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc</p> <p>Pop Art</p> <p>Sculpture Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, Finish and present their work to a good standard. Medusa</p> <p>Printing use printing (mono printing, block printing, relief printing etc.) to create individual images and repeat patterns. Use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. Exploring block printing Printing with leaves</p> <p>Digital Make art using digital means; drawing & painting programmes, vector drawing, photo manipulation. Computer</p>	<p>which to use for landscapes.</p> <p>Experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc Poppies</p> <p>.Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Know colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). Mix secondary and tertiary colours, being able to control the amounts for purpose. Represent form with increasing sophistication, learn that darker and lighter colours can be added to create tints and shades instead of black and white. Use line or shape to create original compositions. Use pattern & texture for purposeful effect.</p> <p>Design design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design.</p> <p>Craft Use collage as an art form, explore</p>	<p>more confident ability to create 3D form, depth and distance using colour and tone. Know different types of paint media and when to use them, be familiar with different papers and surfaces to paint on and be able to name them. Paint from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling. Wax resist</p> <p>Study a range of different artists' work and painting styles. Say which styles they prefer and why they like them. Mix colours with care and sensitivity to show feeling and ideas. Confidently mix secondary and tertiary colours to suit their own purpose. Understand colour relationships such as complimentary & harmonious colours. Make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape. Prepare the surface of 3D models for paint & apply paint carefully, thinking about effects</p>
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Computer designed pointillism</p> <p><u>Generating Ideas</u> Continue work over longer periods of time. Choose and talk about what they want to make. Study the work of artists and cultures and use elements of it to influence their own work. Work from imagination, such as inventing or creating imaginary things and places.</p> <p><u>Knowledge</u> Study significant works of art craft & design, learning how and when they were made. Describe the content, feelings & emotions conveyed by the work. Create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions. <u>In the style of</u> Max Ernst Andy Goldsworthy Georgia O'Keefe Tints like Paul Klee Mondrian Jackson Pollock</p> <p><u>Evaluation</u> Describe thoughts, ideas and</p>	<p><u>Generating Ideas</u> Use sketchbooks to practice and try out ideas & techniques. Make art from things they can see from observation; their environment, photographs etc. Make art from memory or imagination. Exploring hot and cold colours</p> <p><u>Knowledge</u> Study significant works of art, craft, design or architecture and give opinions about it. Famous artists Study how the art was produced. Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Develop their use of the language of art (formal elements).</p> <p><u>Evaluation</u> Describe their work and the work of others. Talk about colour, line, shapes, textures and patterns. Describe their thoughts, ideas and intentions. Talk about what they need to do to improve their work. Offer advice and praise to others. Our paintings</p>	<p>designed prints Exploring printing</p> <p><u>Generate Ideas</u> Practice and try out ideas & techniques in sketch books. Picasso Make records of the observations they make. Make art from observation; their environment, photographs etc. then translate them into new materials. Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p> <p><u>Knowledge</u> Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it,</p>	<p>crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p> <p>Sculpture Design and make more complex 3D Forms using a range of modelling materials. Finish work to a good standard. Medusa Mythical creatures Coil Pots</p> <p>Printing Use mono printing, block printing, relief printing etc. to create singular images or patterns. Use more complex printing blocks with mathematical and visual precision. Block printing Printing techniques Cog printing</p> <p>Digital Produce digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example. William Morris</p> <p><u>Generate Ideas</u> Experiment with techniques and ideas in sketchbooks - what does/deosn't work.. Record observations & research of artists and themes. Take risks when investigating and exploring the properties of materials. Produce original, unique art in response to similar starting points with</p>	<p>& detail. Use line with confidence to represent own ideas and compositions. Understand how to apply pattern and texture to decorate or embellish paintings. <u>Design</u> Increasingly challenging opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion and interior design</p> <p><u>Craft</u> Pupils could gain experience in using collage as an art form; they might explore crafts such as embroidery, sewing, appliqué knitting, felt, weaving, jewellery, batik, pattern, modelling etc.</p> <p><u>Sculpture</u> Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p> <p>Printing Develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns. Use more</p>
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			<p>intentions about their work. Talk about how they could improve their work. Talk about the art work of their peers. Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. Describe their thoughts, ideas and intentions.</p>		<p>developing their use of the language of art (formal elements).William and May Morris Picasso Cave art Evaluation Orally describe their work and the work of others, describing the formal elements of colour, line, Use evaluation to understand what they need to do to improve. Offer advice, confidence and praise to others.</p>	<p>increasing autonomy over choice and decision making.Poppies In the style of Picasso Knowledge Study art by a range of artists, exploring; <i>Content</i> (Describe the art. explore Social, historical factors that affect the work) <i>Process</i> (When and how the art was made, materials and techniques used) <i>Formal elements</i> (line, tone, colour, shape, form, comp, pattern, texture) <i>Mood</i> (what emotions does the work convey?) Picasso Picasso - a fact file David Hockney Applying: Use some of what they have learned from artist's studies to produce original work. In the style of David Hockney Evaluation appraise their own work and the work of others and understand how to improve it, accept appraisal from others. Improve their work.</p>	<p>complex printing blocks with mathematical and visual precision. Block printing Digital Produce more complex digital art using computers, drawing & painting programmes, vector drawing & photo manipulation for example.William Morris Generate Ideas Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media. Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for</p>
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							<p>themselves and the world they live in.</p> <p><u>Knowledge</u> Study significant works of art using the following method;</p> <p><i>Content (Describe the art. What social, historical factors affect the work?)</i></p> <p><i>Process (When & how was the work made? What materials & techniques are used?)</i></p> <p><i>Formal elements (line, tone, colour, shape, form, composition, pattern, texture)</i></p> <p><i>Mood (what emotions does the work convey?)</i></p> <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work. <u>Watercolour inspiration</u></p> <p><u>Evaluation</u> develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils.</p>
Vocabulary	<ul style="list-style-type: none"> • lines, eg <i>thin, bold, feint, wavy, broken</i> • colours, eg <i>bright, dull, light, dark</i> 		<ul style="list-style-type: none"> • visual images, eg <i>photograph, picture, illustration, painting, collage, sequence</i> 		<ul style="list-style-type: none"> • surfaces and textures of building materials, eg <i>polished, matt, weathered, irregular</i> 		

	<ul style="list-style-type: none"> • colour mixing, eg <i>thick, thin, watery, blending bright and dull and light and dark colours</i> • shapes, eg <i>long, oval, curvy</i> • textures, eg <i>smooth, crinkly, rough</i> • materials, eg <i>natural, made, recycled</i> • types of textile and fabric, eg <i>velvet, net, lace, satin</i> • visual qualities, eg <i>colour, form, texture</i> • tactile qualities, eg <i>flexible, soft, shiny, smooth, coarse, texture, hard, soft, rough, smooth, bumpy, rigid, pliable</i> • natural materials, eg <i>grasses, bark, pebbles, rushes, leaves</i> • made materials, eg <i>fabric, card, clay tiles, plastic</i> • reclaimed materials, eg <i>made for one purpose and used again for another purpose</i> 	<ul style="list-style-type: none"> • design, eg <i>plan, outline, shape</i> • collage, eg <i>combining, overlapping, layering, tessellation, mosaic, montage</i> • print, eg <i>monoprint, press print, stencil print, stippling, block print, roller, printing ink, calico, hessian</i> • lines and marks, eg <i>lines, dots, squiggles, patches, hatching and cross hatching, tone, texture</i> • shapes in nature, eg <i>long, thin, rounded, regular, symmetrical, flowing</i> • colour in nature, eg <i>colours of the seasons, earth colours, colours of corn</i> • textures and surfaces in nature, eg <i>smooth, prickly, shiny, furry</i> • skills of observation and recording, eg <i>viewpoint, viewfinder, drawing, camera, photograph</i> • visual qualities, eg <i>shape, pattern, decoration, natural, mathematical shapes, patterns, symmetry</i> • tactile qualities, eg <i>malleable, form, three-dimensional, relief (raised surface)</i> • features of buildings, eg <i>materials, surfaces, doorways, window sills, slates, tiles, murals</i> • composing images, eg <i>background, composition, figures, pose, expression, character</i> • mixed media • related or contrasting colours <ul style="list-style-type: none"> • sculpture, eg <i>maquette, sculptor, designer</i> 	<ul style="list-style-type: none"> • tone and lighting • viewpoints and angles • figurative and abstract images • monochrome and multi-coloured print • relief print, collograph (card block print) • materials and processes, eg <i>painting, collage, print making, mixed media acrylic paint, slab, mould, slip, impressed and incised pattern and texture</i> • still life • natural and made forms • viewpoint, viewfinder • composition, arrangement eg <i>arrangement of shapes, colours, lines, background, foreground</i> • 'family of colours', eg <i>blues and purples</i> <ul style="list-style-type: none"> • source material, eg <i>design, abstraction, geometric, traditional</i> • visual and tactile elements, eg <i>shape, form, space, pattern, line</i> • techniques, eg <i>colling, slabbing, weaving, assembling, glueing, stitching</i> <ul style="list-style-type: none"> • visual and tactile qualities, eg <i>shiny, scaly</i> • drawing skills, eg <i>reflections, shadows, shading, hatching and cross hatching, hardness of pencils</i> • <i>Painting skills: colour, tone, tints, brush techniques, water colour, acrylic</i> • movement, eg <i>action, repetition, sequence, drift, dynamic, flowing, motion, rhythm, shifting, forceful</i> <ul style="list-style-type: none"> • human form, eg <i>pose, position, gesture, open/closed shape</i> • facial expression, eg <i>expressive, contorted, exhausted, joyous</i> • change, eg <i>alter, convert, reorganise, transform, vary</i> • lines and shapes, eg <i>border, expressive, boundary, contour, edge, outline, profile, silhouette</i> • tone, eg <i>lightness, shade, contrast</i> • colour, eg <i>brilliant, glowing, dark, faded, expressive</i> • representation, eg <i>depict, portray, figurative, abstract</i> • landscape, eg <i>viewpoint, perspective, foreground, background</i> • architecture, eg <i>scale, enlarge</i> • visual elements, eg <i>relative size, colour, texture, pattern, detail, form</i>
Literature			
Experiences	University sculpture walk Visit to Yorkshire Sculpture Park Easter craft day Art week	RAY art competition Easter craft day Art week	Arts Award (Molly Newton) Easter craft day Art week
Diversity			
Long Term Planning Links	Continuous Provision – workshop, painting area, dough/clay - Year A and B Drawing – Artist of the month Paul Klee, toys from home/school (Toys/Our World) Painting – Artist of the month Edward Saidi Tingatinga, Frida Kahlo – Adventures, imaginative landscapes (Heroes/Adventures) Sculpture – Artist of the Month Barbara Hepworth (Journeys/Schools)	Year A Sculpture – clay Medusa heads, historical Roman sculptures - (Romans) Painting – 17 th Century (contemporaneous) paintings (Great Fire of London) Artists–Ron Embleton, David Best Collage – seasonal trees/weather photograph collage (Weather) York Photographer- Dave Zdanowicz Year B Painting and printing – collagraph prints (textures creating a printing block to print a picture e.g. string, cardboard, corrugated card, matchsticks) (Explorers) Drawing – pencil sketches of the old school (schools now and then)	Year A Range of Materials– landscapes and people, Artist - Picasso (World War II) Sculpture – clay and papier-mache pots Artist/genre – Greek pots (Ancient Greeks) Drawing from Observation/Painting – landscape watercolours (Rivers) Artist- JMW Turner and Anna Vialle (parent) Compare styles Year B Printing with polystyrene blocks - Great Artists study and reproduce William Morris (Victorians) Drawing Imaginative (Anglos Saxons and Scots) Sculpture – Canopic jars (Egyptians) Year C Painting – Viking Scene – wax resist, watercolour, textured paint, collage (Anglo Saxons and Vikings) Pastel and charcoal Artist - Lascaux cave paintings – cave paintings (Stone Age)

		Painting – landscapes e.g. holiday Artist- David Hockney Destinations/journeys, artist work (On the Move)	Collage and Pencil drawing – chocolate wrappers (Chocolate) Pop Art- Compare Warhol and Lichenstein
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