

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	It's good to be me Life cycle me	It's good to be part of a family	My family and their jobs	We are all special	Little explorers- I wonder what?	How does your garden grow?	Sky Arts week – 17 th - 21 st June 2024
	<p>Rationale Art is taught through child interest led activities both in the inside and outside provision areas. Clear independent creative opportunities are given in designated areas using a range of frequently changed media and materials.</p>						
	<p>30-50 month Early Learning Goal They safely use and explore a variety of material, tools and techniques, experimenting with colour, design, texture, form and function</p>						
	<p>Skills Drawing</p> <ul style="list-style-type: none"> • Use a variety of media to mark make eg pencils, crayons, charcoal, pens, shaving foam, sand, in paint. • Make marks on different surfaces on large and small scale. E.g. outside with chalks, on large and small paper. • Begin to make marks intentionally and begin to give meanings to the marks they make. • Use their imagination. <p>Painting</p> <ul style="list-style-type: none"> • Explore the properties of different paints eg thick, watery, gloopy, using fingers/hands. Brushes and other tools. • Name and mix the primary colours • Make marks with paint on different scales using different tools • Begin to paint representations of people, objects and events <p>Collage</p> <ul style="list-style-type: none"> • Explore different materials using all of the senses to investigate them. • Manipulate and play with different materials <p>Printing</p> <ul style="list-style-type: none"> • Explore making marks by moving cars dipped in paint across a page, rolling balls that have been dipped in paint. • Use large stamps to create images <p>Sculpture</p> <ul style="list-style-type: none"> • Manipulate and play with different materials. • Construct on a large and small scale. • Assemble and join materials 						
	<p>Vocabulary Red, blue, yellow, white, purple, green, orange, black Glue, sellotape, pencil, pen, paper, card, crayons, scissors, cut, tear</p>						
	<p>Knowledge</p> <ul style="list-style-type: none"> • To know different materials create different marks • To know how to draw straight and curved lines • To know that the marks they make can represent items or objects • To know the names of the basic primary and secondary colours. • To match colours to objects • To be aware that marks can be transferred by printing. • To know that materials can be joined using glue and tape 						

Reception

It's good to be me
Seasons/ natural
world: Autumn

It's good to be you

Who are you?
Seasons/natural
world: Winter

Let's explore!
Seasons/natural
world:Spring

Near and far
Seasons/natural world:Summer

On-site learning
Off-site learning
Visitors

Sky Arts week – 19th –
23rd June?

Rational

Art is taught through child interest led activities. Clear independent creative opportunities are given in designated areas using a range of frequently changed media and materials. Some formal teaching strategies are used to introduce specific skills such as paint mixing

40-60+ months, Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thought and feelings through DT, art, music, dance, role play and stories.

Generic Skills

- Record and explore and experiment with ideas from own experience, imagination and observation
- Develop own ideas. Try things out, change their minds and adapt their creations
- Talk about the work of other artists (this may be the work of peers, familiar adults or famous artists).

Skills

Drawing

- Experiment with different materials freely.
- Work on a variety of scales
- Make representations of objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Think about the position of objects when drawing them, e.g a nose is inside a face, arms are attached to a body

Painting

- Explore the properties of different paint eg paint with saw dust in, watery paint, bubble paint.
- Explore what happens when colours are mixed in different ways.
- Create representations of themselves, people, objects and events on different scales.
- Explore the use of different tools e.g. different paint brushes, cotton buds, sticks, fingers, sponges
- Select an appropriate colour for an object

Collage

- Glue materials to different backgrounds.
- Join materials together using different methods eg glue, tape.
- Experiment with collage technique, applying a range of materials to make an image.

Printing

- Experiment by printing with the face of shapes.
- Use prints to create a basic pattern

Sculpture

- Make simple 3D models and 3D representations using a range of materials and construction equipment.
- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Understand the safety and basic care of materials and tools.
- Assemble and join materials using different techniques.

Evaluating Processes and Results

- Talk about their own creations and those of others.
- Talk about their favourite aspects of their work.




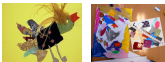

Knowledge

- To know that different tools create different marks
- To know the names of and differentiate between different mark making tools
- To know that when colours are mixed they create new colours
- To know that different paints can be used to create different effects
- To know how to create different effects using different media
- To know that tools need to be handled safely
- To know the effects of manipulating different materials

Vocabulary

Pencil, pen, felt tip, crayon, paint brush, scissors, sellotape. Cut, join, powder, mix, green, orange, purple, thick, thin

Year 1

<p>Colour mixing Feelings <i>Wassily Kandinsky</i></p> 	<p>Printing Autumn & Trains</p> <p><i>Andy Warhol</i></p>  <p>Sculpture Autumn in Ormesby <i>Andy Goldsworthy</i></p> 	<p>Drawing Local area</p>	<p>Collage Animals Collage exploring the textures of materials</p> 	<p>Drawing and painting Plants <i>Monet, Van Gogh</i></p> 	<p>Collage Painting Fire of London</p>
<p>Rationale Colour mixing is a skill that can be applied to other skill areas. Therefore the basic skills are to be taught early in the year. Colour mixing skills are taught linked to the PSED theme of Elmer and the Mood Monsters. Colour mixing techniques are applied to the science topic of seasonal change.</p>	<p>Rationale The children have the opportunity to go on Autumn walks in Ormesby Woods. Items of interest are collected and textures, shapes and colours discussed. After studying Andy Goldsworthy the items collected can be used in printing and 3D sculpture. Colour mixing will be reviewed from the previous term. After studying Andy Warhole's flowers the colours mixed can be used to make printed repeat patterns. Clean prints of shapes can be used to create large scale pictures inspired by George Stephenson and the railways.</p>	<p>Rationale To become proficient in observational skills and confident using a range of media and techniques when drawing. To look closely at local landmarks and apply techniques to make observational drawing of them.</p>	<p>Rationale To use a range of textured materials to produce creative work linked to the science topic of 'animals'.</p>	<p>Rationale Using the science topic of plants as an inspiration the children will look closely at the different shapes and colours of different flowers and leaves. They will apply drawing and painting skills to create observational pictures of flowers and plants on different scales and using different media. Study the work of Monet (irises) and Van Gough (sun flowers)</p>	<p>Rationale To review and apply colour mixing skills, printing and collage techniques. To work collaboratively on a large scale.</p>
<p>Links PSED</p>	<p>Links Science seasonal change History – George Stephenson</p>	<p>Links Geography - landmarks</p>	<p>Links Science animals</p>	<p>Links Science plants</p>	<p>Link History</p>
<p>Generic Skills</p>					

On-site learning
Off-site learning
Visitors
Sky Arts week – 19th – 23rd June?

- Record, explore and experiment with ideas from own experience, imagination and first hand observations.
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Begin to work in a sketch book

Evaluating Processes and Results

- Review what they and others have done and say what they think and feel about it.
- Talk about the challenges and favourite aspects of creating their work.
- Identify what they might change or develop in the future

Painting skills

Mix secondary colours from primary colours.

Make a colour wheel

Make colours to match artifacts and objects.

Make 'clean' colours

Printing skills

Make rubbings to collect textures and patterns.

To make a clean print.

Print with a range of found objects making a clean print

Create repeating patterns.

Create pictures by printing with shapes

Create a simple printing block.

Make observations of artists work and express opinions.

Drawing skills

Experiment with a variety of media: pencils, pastels, felt tips, charcoal etc

Work on a large scale using whole body movements.

Work on a small scale.

Experiment with creating different marks. Match marks from observation and invent new lines.

Investigate tone by applying pressure.

Observe and draw shapes from observations.

Collage skills

Sort groups of materials for different purposes e.g. colour, texture. Explain why they have chosen them.

Fold, crumple, tear and overlap materials.

Create images from a variety of media e.g. photocopies, fabric, tissue paper etc.

Work on different scales.

Mix a variety of media, eg apply paint to the collage.

Painting skills

Review mixing secondary colours from primary colours

Mix and match colours to artifacts/objects

Use a variety of tools eg different sized brushes

Experiment with different brush strokes. Work on different scales

Experiment with different types of paint eg poster paint, powder paint and water colour. Experiment with different textures of paint.

Make representations of objects, selecting/mixing the appropriate colours.

Drawing

Work on a different scales.

Observe and draw shapes from observations.

Mixed Media Skills

Review colour mixing.

Review using different techniques to apply different paints.

Review using printed shapes to create a picture.




Review applying a variety of media to create an effect

Work on a large scale

Work collaboratively

	<p>Knowledge To know which two primary colours are needed to make named secondary colours.</p> <p>To know that brushes need to be thoroughly washed between colours.</p>	<p>Knowledge To understand the meaning of texture. To describe different textures.</p> <p>To know how to make a clear rubbing. To know that this links to the texture of the surface.</p> <p>To know how to make clean print.</p> <p>To know that a printing block can be used repeatedly to make a repeating pattern with identical shapes.</p> <p>To know that prints of shapes can be combined to create a picture.</p> <p>To know that they can create their own textures on a surface that can then be used to print with. This can either be by building raised textures or by making imprints. (creating a block)</p>	<p>Knowledge To know how to make light and dark marks with a pencil by applying different pressures.</p> <p>To know that different marks can be made with different media e.g curved, straight, spiral.</p> <p>To know that the media can be blended and mixed by smudging, rubbing, overlaying.</p> <p>To know that we can create large and small shapes with control.</p> <p>To know that to make observational drawing we need to look carefully at the object.</p>	<p>Knowledge To know that different materials have different textures. (review science materials – use language to describe the textures).</p> <p>To know how to sort and classify materials based on their texture and appearance.</p> <p>To know that the different materials can be shaped by different techniques eg cutting, tearing, scrunching.</p> <p>To know how to apply adhesive correctly to attach the materials.</p> <p>To know how to carefully select materials for a purpose.</p> <p>To know that different media can be combined to create a desired effect.</p>	<p>Knowledge To know which primary colours to mix to create a desired secondary colour.</p> <p>To know how to produce ‘clean colours’.</p> <p>To know that different types of paint need different techniques.</p> <p>To know how to hold a paint brush to produce different marks.</p> <p>To know the work of different artists, talk about likes and dislikes of the work. Talk about similarities and differences.</p>	<p>Knowledge To know that two primary colours can be mixed to create a secondary colour.</p> <p>To know that different materials can be layered and applied to create a desired effect.</p> <p>To know that different techniques can be used to apply paints.</p> <p>To know how to create a clean print and use these printed shapes to create a picture.</p>	
	<p>Vocabulary Colours</p>	<p>Vocabulary Texture, pattern, abstract pattern, repeat pattern, print</p>	<p>Vocabulary Tone, light, dark, pressure, straight, curved, spiral, shade, observe, pencil, charcoal, pastel, smudge, blend</p>	<p>Vocabulary Cut, tear, rip, scrunch, soft, smooth, texture</p>	<p>Vocabulary Brush, tip, primary, secondary, detail, water colour, oil, thick, thin</p>	<p>Vocabulary Texture, colour,</p>	

Year 2

<p>Drawing & Painting Aboriginal art <i>Danny Eastwood</i></p> 	<p>3D modeling Clay tiles</p> 	<p>Painting Hot and cold</p>	<p>Drawing & painting Saltburn <i>Hellen Glassford</i> <i>Andy Hawkins (local artist from Saltburn)</i></p> 	<p>On-site learning Off-site learning Visitors</p>
<p>Rationale Through the study of Aboriginal art and the work of Danny Eastwood the children will investigate different mark making techniques and different ways of applying paint. They will have opportunities to review colour mixing.</p>	<p>Rationale To explore and manipulate malleable materials. To use tools and joining techniques to create a clay tile. To explore methods of creating texture in a malleable material. To use the skills learnt to create a design based on the study of Aboriginal art that could be transferred to a clay tile. To create a clay tile inspired by Aboriginal art.</p>	<p>Rationale To research the effect of adding black and white to a colour and the effect of increasing the quantity of one primary colour when mixing a secondary colour. Through pictures and photographs of hot and cold places in the World, linked to geography, the children talk about how different colours make them feel and how some colours are warm and others cool. Explore how to change the texture of paint and how this effects how the paint is applied. Use the skills learnt to create paintings inspired by the words hot and cold.</p>	<p>Rationale Using the inspiration of Saltburn and the artists Hellen Glassford and Andy Hawkins, the children will investigate different media when drawing and painting. They will then work on different scales to produce pictures and paintings based on Saltburn pier and the sea. They will review the work on tone and shade from the previous painting topic. The children will have the opportunity to visit Saltburn and the coast as part of this topic which links with both history and geography.</p>	<p>Trip to Saltburn. Taking photographs of the pier from different angles.</p>
<p>Links Geography- the study of countries outside of Europe. History- the voyages of Captain Cook</p>	<p>http://artatcorbet.blogspot.com/2016/11/aboriginal-art-clay-tiles.html (for inspiration)</p>	<p>Links Geography The study of hot and cold places.</p>	<p>Links Geography and History Victorian Saltburn and the coast</p>	
<p>Generic Skills</p> <ul style="list-style-type: none"> • Work in a sketch book • Record, explore and experiment with ideas from experience, imagination and first hand observations. • Develop their ideas – try things out, change their minds • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • Research artists, compare and evaluate their work. 				
<p>Drawing Name match and draw lines/marks from observations. Invent new lines.</p> <p>Painting Explore different ways</p>	<p>3D Sulpture Explore sculpture with a range of malleable materials.</p> <p>Cut, carve and mould malleable materials.</p>	<p>Painting Name and mix all the secondary colours from primary colours.</p> <p>Create different hues by adding more of one primary colour.</p> <p>Make different tints by adding white to a colour.</p>	<p>Drawing Experiment with a variety of media: pencils, pastels, felt tips, charcoal etc. Experiment with combining and blending media</p> <p>Draw on different surfaces with a range of media. Have opportunities to use differently textured and sized media.</p>	

<p>of applying paint e.g. dots, brush strokes</p> <p>Name and mix all the secondary colours from primary colours.</p>	<p>Manipulate malleable materials for a purpose e.g. pot, tile, model.</p> <p>Create surface patterns and textures in a malleable material</p> <p>Understand safety and basic care of materials and tools.</p>	<p>Make different shades by adding black to a colour.</p> <p>Create textured paint by adding sand etc. Explore ways of adding texture to work through mixed media.</p> <p>Explore different ways of applying paint e.g. dots, brush strokes</p> <p>Work on different scales.</p>	<p>Observe with increasing attention to detail. Observe and record the relationships between objects.</p> <p>Investigate tone using 3 different grades of pencils and by applying pressure.</p> <p>Painting To know how to show tones and tints onto a painting to create effects</p> <p>Work on different scales</p>
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Evaluating Processes and Results

- Review what they and others have done and say what they think and feel about it.
- Talk about the challenges and favourite aspects of creating their work.
- Identify what they might change or develop in the future
- Listen to and be tolerant of the ideas and opinions of others. Offer their own ideas and opinions when talking about an artist's work.

<p>Knowledge To know how to mix secondary colours from primary colours.</p>	<p>Knowledge To explore how clay can be shaped, molded and joined.</p> <p>To cut and roll a flat tile.</p> <p>To explore the effect different materials have on the surface of the clay.</p> <p>To know how to join pieces of clay together to make a permanent bond.</p> <p>To know and understand the importance of working safely with the tools.</p> <p>To know the work of a range of artists. Describe the differences and similarities between different practices and disciplines and make</p>	<p>Knowledge To know how to make different hues of secondary colour.</p> <p>To know that adding white creates a tint of a colour. The more white that is added lightens the tint.</p> <p>To know that adding black creates a shade of a colour. The more black that is added the darker the shade.</p> <p>To know that the texture of a paint can be changed by adding things eg glue, sand, washing up liquid.</p> <p>To be able to talk about the effects that different colours can create eg blues can create a cold effect.</p> <p>To know that different tools can be used to create different effects.</p>	<p>Knowledge To know that different grades of pencil produce different shades.</p> <p>To know that different marks can create different effects.</p> <p>To know that marks can be smudged and materials can be mixed to create different effects.</p> <p>To be able to work on a large scale.</p> <p>To be able to record with increased detail what they observe and use a range of materials to record this.</p> <p>To use different tones and shades to create an effect.</p> <p>To know the work of a range of artists. Describe the differences and similarities between different practices and disciplines and make links to their own work.</p>
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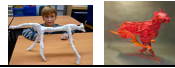
		links to their own work.			
	<u>Vocabulary</u> Primary colours, secondary colours,	<u>Vocabulary</u> Shape, mold, texture, roll, press, join.	<u>Vocabulary</u> Shade, tint, hue, texture, warm colour, cool colours	<u>Vocabulary</u> Charcoal, pastel, smudge, mood, shade, hue, tone, oil, scale, HB pencil, B pencil, H pencil.	

Year 3

3D modeling (Mod Rock)

Long legged animals

Sayaka Ganz



Drawing and Printing

Plants

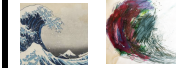
Orla Kiely



Painting

Storms

Hokusai



On-site learning

Off-site learning

Visitors

Sky Arts week – 19th – 23rd June?

Rationale

<https://www.accessart.org.uk/long-legged-animals-by-years-3-4-making-club/>

Using the science topic of animals as inspiration the children will discuss what is sculpture. They will look at famous sculptures of animals from history then study the work of Sayaka Ganz. They will then learn about joining materials and constructing a 3D model.

Rationale

Inspired by the science topic of plants the children will make careful observational drawings of plants adding shading and texture. They will use these studies to create a relief printing block in Styrofoam. They will look at the work of Orla Kiely and use their work on dissecting plants in science as an inspiration to create a simple card printing block that they use to create a repeat pattern print.

Rationale

<https://www.accessart.org.uk/painting-the-storm-exploring-watercolour-and-graphite/>
After studying the work of Hokusai (in particular the Wave) the children will experiment with different paint applications, mixed media, waxed resist to create a picture inspired by storms.

Links

Science animals

Links

Science Plants

Links

Geography water and weather

Generic Skills

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Begin to annotate work in sketchbooks.
- Question and make observations and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Research artists, compare and evaluate their work.

Skills

3D and Sculpture

Plan, design and make models from observation or imagination.

Join materials adequately and construct a simple base for extending and adding other features eg handles, facial features.

Use mod roc to create a sculpture.

Include texture.

Skills

Printing

Create patterns observed in the natural world.

Create printing blocks using different materials and explore the effects.

Create precise repeating patterns

Drawing

Experiment with different grades of pencil.

Look closely at detail and investigate with ways surface detail can be added to drawing.

Start to apply texture to drawings

Draw for a sustained period of time.

Skills

Painting and Drawing

Mix colours and know which primary colours make secondary colours.

Mix and use shades and tints with increasing confidence and independence.

Experiment with different effects and textures inc. blocking in colour, washes, thickening paint creating textural effects.

Use a number of brush techniques to produce shapes and lines.

Work on a variety of scales eg thin brush on a small picture etc

Drawing

Experiment with combining and blending media.

Experiment with different marks in a variety of media to express moods and feelings.

Evaluating Processes and Results

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

- Begin to evaluate their work in terms of the original intention. Engage in peer reviews to support development of own work
- Adapt their work according to their views and describe how they might develop it further.
- Critique others' work respectfully and begin to value other people's opinions.

Knowledge

To know the work of a range of artists, describe the similarities and differences between the artist work and make links to their own practice.

To make sketches and plan ideas, adapting where necessary.

To know how to join materials so that they are strong and stable.

To know how to apply materials to give form to a sculpture

To know how to use paints to add texture and detail.

Vocabulary

3D, sculpture, mold, malleable, structure

Knowledge

To know which pencils will produce a dark mark and which will produce a light mark.

To know that different pencil marks can create different effects. To use these different effects to create texture and shading when drawing.

To be able to look closely at the detail in the object that is being drawn and use different techniques to replicate this.

To be able to concentrate when drawing for a sustained period of time.

To know how to create a relief block.

To make a clean print using the block.

To make a repeated pattern using the block.

To apply two blended colours when printing.

Vocabulary

Print, ink, block, relief, texture, roller
HB pencil, B pencil, H pencil, shading, smudge

Knowledge-

To know the different effects that different textures of paint can create and select a technique to create a desired effect.

To know how to mix a desired colour.




To know that adding black and white will change the shade and tone of the colour, this in turn can be used in the painting to create a desired effect.

To know that different media can be combined in layers to create different effects.

To know that different marks can create different moods

Vocabulary

Drip, water colour, firm, line, tone, technique,
wash, oil pastel, expression

<p>Year 4</p>	<p>Painting Rivers <i>Claude Monet</i></p> 	<p>Drawing and Painting Exploring still life <i>Paul Cezanne</i></p> 	<p>Collage Ormesby woods Woodland habitat <i>Ebony G Patterson</i></p> 	<p>On-site learning Off-site learning Visitors Sky Arts week – 19th – 23rd June?</p>
	<p>Rationale Using Claude Monet as an inspiration the children will review how to mix colours, tones and shades. They will explore applying water colour paint and washes. They will explore the effects of different sized brushes. These skills will be used to produce paintings of rivers.</p>	<p>Rational https://www.accessart.org.uk/still-life/ (for inspiration) Skills for drawing. Using the work of Paul Cezanne as inspiration the children will look closely at still life set ups and use a variety of different media and techniques to reproduce them. They will explore how objects look different from different angles. They will explore how light and dark can be shown by the use of different techniques and how this can be used to show how objects are 3D. A variety of materials will be used including pencils, pens, charcoal and pastels.</p>	<p>Rationale https://www.accessart.org.uk/exploring-a-midsummer-nights-dream-creating-a-forest-collage-part-one/ (for inspiration of creative ideas) After studying the work of Ebony Patterson and using Ormesby Woods and the theme woodland habitat as inspiration the children will produce collages of a woodland habitat They will look at different techniques of applying paint to create texture. They will use a range of media and techniques to produce the collage. They will do a series of observational studies of objects found in the woods eg leaves, bark, seed heads using a range of media eg pens, charcoal, pencils.</p>	
	<p>Links Geography Rivers</p>		<p>Links Science habitats</p>	
	<p>Generic Skills</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Begin to annotate work in sketchbooks. • Question and make observations and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Research artists, compare and evaluate their work. 			
	<p>Skills Painting Investigate creating a perfect colour match to an item. Create different effects and textures with paint according to what they need for the task. Work on a range of scales.</p>	<p>Skills Drawing Experiment with different media. Experiment with ways in which surface detail can be added to drawings. Experiment with cross hatching and hatching to achieve variations in tone.</p>	<p>Skills Collage Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building visual vocabulary.</p>	

		<p>Begin to be aware that objects have a third dimension. Use shading skills and grades of pencil as a way of demonstrating this.</p> <p>Show an awareness of scale and proportion.</p> <p>Draw for a sustained period of time.</p>	<p>Drawing Show an increased awareness of detail when drawing.</p> <p>Painting Create different effects and textures with paint according to what they need for the task.</p>	
	<p>Evaluating Processes and Results</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Begin to evaluate their work in terms of the original intention. Engage in peer reviews to support development of own work • Adapt their work according to their views and describe how they might develop it further. • Critique others' work respectfully and begin to value other people's opinions. 			
	<p>Knowledge To know how to create a water colour wash</p> <p>To know different brush techniques</p> <p>To be able to add detail to a painting</p> <p>To know how to mix colours accurately to match an object</p> <p>To show light and shadows in a painting</p>	<p>Knowledge To know that different techniques can be used to represent shadow</p> <p>To know that objects look different from different viewpoints</p> <p>To know a range of shading techniques including cross hatching</p> <p>To develop an understanding relationship between different objects, that some objects sit behind others and can't fully be seen.</p> <p>To know that different media need to be applied with different techniques.</p> <p>To work on a variety of scales.</p>	<p>Knowledge To know that paint can be applied in different ways to produce different effects.</p> <p>To know that materials can be shaped in different ways to produce different effects.</p> <p>To know how to place and overlap objects to produce a desired effect when creating a collage.</p> <p>To apply different media to their work to create the desired effect.</p>	
	<p>Vocabulary Water colour paint, effect, brush technique, landscape, background, foreground.</p>	<p>Vocabulary Cross hatch, shading, for ground, back ground, still-life, shade, line, tone, light</p>	<p>Vocabulary Line, tone, effect, detail, technique</p>	

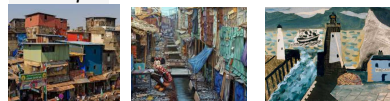
Year 5

Drawing and Collage

Slums

Jeff Gillette

John Piper



3D sculpture

Clay Gargoyles



Drawing, painting and collage

This is me

Hans Holbein

Njideka Akunyili Crosby

Mike Barrett

Kehinde Wiley



Rationale

To investigate perspective and work on a variety of scales with different media.
Linked to the geography work on slums they will study the artist Jeff Gillette and discuss the messages he may be wanting to pass on through his work.

To explore mixed media and collage to create work linked to theme slums, working on a variety of scales. Slums are made up of any useful materials that people can obtain so collage is the perfect medium to express this.

The work of John Piper to be used to share examples of collage and mixed media. <https://theartteacher.net/2019/03/26/john-piper-artist-research-lesson/>

Rationale

To look closely at natural objects using view finders and magnifying glasses. Use different media and techniques to produce detailed drawings.

Using the history topic of medieval monarchs as inspiration review drawing techniques taught previously to make observations of details on medieval gargoyles.

Research gargoyles and use this knowledge to design a new gargoyle.

Explore different methods of shaping and joining clay eg coiling, thumb pots. Follow a design and use the clay to create a gargoyle.

Rationale

<https://www.accessart.org.uk/identity/>
Using Tudor portraits as an inspiration create a portrait of themselves expressing their own identity. Study the importance of portraits for the Tudors. Compare and contrast the work of modern portrait artists compared to Tudor portraits.
Use drawing skills to explore creating self portraits.
Explore printing, collage, painting techniques to create an expression of themselves that forms the background of their portrait.

Links

Geography slums
British value – social responsibility

Links

History medieval monarchs

Links

History Tudors

Generic Skills

- Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Annotate work and ideas in sketchbooks
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Drawing

Work on a variety of scales eg large drawings of landscapes and detailed drawings using view finders

Begin to show an awareness of perspective and how this can be achieved when drawing.

Work in a sustained and independent way.

Drawing

Work on a variety of scales eg large drawings of landscapes and detailed drawings using view finders

Combine wet and dry media in their work eg apply a wash to an ink drawing

3D & Sculpture

Shape, form, model and construct from

Drawing

Demonstrate awareness of composition, scale and proportion in work.

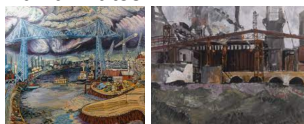
Combine wet and dry media in their work eg apply a wash to an ink drawing

Review being aware that objects have a third dimension. Use shading skills and grades of pencil as a way of demonstrating this.

	<p>Demonstrate awareness of composition, scale and proportion in work.</p> <p>Collage Add collage to painted, printed or drawn background.</p> <p>Use collage as a means of extending work from initial ideas. Use different techniques, colours and textures etc when designing and making pieces of work.</p>	<p>observation or imagination.</p> <p>Plan a sculpture through research, drawing and other preparatory work.</p> <p>Develop skills in clay including slabs, coils etc</p>	<p>Collage Add collage to painted, printed or drawn background.</p> <p>Use collage as a means of extending work from initial ideas. Use different techniques, colours and textures etc when designing and making pieces of work.</p>	
<p>Evaluating Processes and Results</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Engage in, self, peer and teacher reviews to support development of own work, setting personal targets • Critique others' work respectfully. Value and respond to other people's opinions. 				
	<p>Knowledge To understand what is meant by perspective and be able to show this in drawing activities.</p> <p>To show an awareness of composition, scale and proportion in work.</p> <p>To know how to combine different materials to create a desired effect. To know the work of different artists and understand that some art portrays a message.</p> <p>To use drawing, painting, collage to express their ideas and imagination.</p>	<p>Knowledge To know a variety of drawing skills and techniques and know how to apply these to create detailed observations.</p> <p>To know that water can be added to different media to create a new effect.</p> <p>To know different techniques for shaping clay eg coiling, thumb pots.</p> <p>To know how to research and design a model before they begin to create it.</p>	<p>Knowledge To know how to combine different materials to create a desired effect.</p> <p>To use drawing, painting, collage to express their ideas and imagination.</p> <p>To know a variety of drawing skills and techniques and know how to apply these to create detailed observations.</p> <p>To show an awareness of composition, scale and proportion in work.</p> <p>To know that wet and dry media can be combined to create a new effect.</p> <p>To know how to express themselves creatively.</p>	
	<p>Vocabulary Perspective, collage, composition, scale, proportion</p>	<p>Vocabulary 3D model, mold, gargoyle, design</p>	<p>Vocabulary Portrait, personal, expression</p>	

Year 6

Mixed Media
Industrial Teesside
 Anthony Lowe
 David Watson



Printing
Print and activism study
 Luba Lukova
 Shepard Fairey



Stencils
Graffiti
 Banksy



Rationale
 Looking at buildings and industry the children will develop their understanding of perspective, scale and composition.
 The children will look at art work from a variety of local artists including David Watson and Anthony Lowe
 Using the stimulus of industrial Teesside, the children will be given the opportunity to apply taught skills to produce a piece of work in their own developing style.

Rationale
 With links to the history topic of civil rights the children will explore how artists can use art as a way to express their opinions, using their skills to speak for sectors of society. That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. Study the work of the artists Luba Lukova and Shepard Fairey (<https://www.accessart.org.uk/activism/> has links to information on the artists).

 Using the work of Banksy as inspiration design and create stencils that express a simple message.

Rationale -

Links
 History – industrial revolution, industrial Teesside

Links
 History – civil rights
 British values – individual liberty

- Generic Skills**
- Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes.
 - Question and make thoughtful observations about starting points and select ideas to use in their work.
 - Annotate work and ideas in sketchbooks
 - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Skills
Drawing
 Start to develop their own style using different scales and media. Begin to explain their choices.

 Continue to learn about perspective and use this in their work.

Skills
Stencil
 Understand the relationship between stenciling and printing.

 Look at the relationship between stencils and tone in a picture

On-site learning
Off-site learning
Visitors
 Sky Arts week – 19th – 23rd June?

	<p>Begin to develop an awareness of composition, scale and proportion in their work. E.g. foreground, middle ground and background.</p> <p>Combine wet and dry media.</p> <p>Use different techniques for different purposes within their work, e.g. shading and hatching.</p> <p>Painting Carry out a preliminary study, trying out different media and materials and mixing appropriate colours. Collect different sources of inspiration.</p> <p>Start to develop a personal style of painting (this may be influenced by other artists).</p> <p>Develop a painting from a drawing.</p>	<p>(https://www.accessart.org.uk/tone/)</p> <p>Create a stencil by simplifying an initial sketch book idea.</p> <p>Cut out a stencil accurately and safely</p> <p>Create an internal stencil.</p> <p>Create an external stencil</p> <p>Blend two or more colours when using the stencil</p> <p>Create a stencil with two over lays</p> <p>Drawing Explore the importance of tone when drawing</p>		
<p>Evaluating Processes and Results</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Engage in, self, peer and teacher reviews to support development of own work, setting personal targets • Critique others' work respectfully. Value and respond to other people's opinions. 				
	<p>Knowledge To know how to use perspective in their work.</p> <p>To know how to use sketches and notes to plan a final piece of work</p> <p>To know how to show the foreground, middle ground and background in a final piece of work.</p> <p>To know which materials and techniques to select to produce a desired effect.</p>	<p>Knowledge To know that art can be used to share a message.</p> <p>To understand what is meant by the tone in a picture and know how this can be used to create effects.</p> <p>To know how looking at the shading on an object can help with creating a stencil.</p> <p>To know how to produce a stencil and know the importance of accuracy.</p> <p>To know the importance of design. To be able to create and adapt a design that can then be used.</p> <p>To know how to use a stencil to create a picture.</p> <p>To know how to use equipment safely and effectively</p>		

Vocabulary

Perspective, foreground, middle ground,
background, composition, scale, mixed media

Vocabulary

Stencil, interior, exterior, overlay, blend

Knowledge-