

Year band	Autumn Term		Spring Term		Summer Term	
Reception	Me and My Community <u>Autumn Term Outcomes</u>	People who help us/Autumn <u>Autumn Term Outcomes</u>	Once Upon a Time <u>Spring Term Outcomes</u>	Ready, Steady, Grow <u>Spring Term Outcomes</u>	Animal Safari <u>Summer Term Outcomes</u>	On the Beach <u>Summer Term Outcomes</u>
Year 1	Colour Theory & Portraiture		Collagraph- Transient Art		Buildings	
	<ul style="list-style-type: none"> • Explore colours and see what happens when they are mixed. • Identify and use paints in the primary colours. • Talk about various paintings and the diverse ways that artists use colour. • Make simple prints and patterns using a range of liquids including ink and paint. • Use paints in the primary colours, developing a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Say what they like about their own or others' work using simple artistic vocabulary. Complete assessment. • Explore reflections and facial features. Using a variety of drawing materials, draw a simple self-portrait. • Create a funny face collage using glue as a joining medium. 		<ul style="list-style-type: none"> • Make transient art and pattern work using a range of man-made and natural materials. • Use soft and hard pencils to create different types of line and shape. • Explore texture and record my experiences. • Make simple prints and patterns using a range of liquids including ink and paint. • Say what I like about my own or others' work using simple artistic vocabulary. Complete Assessment. 		<ul style="list-style-type: none"> • Explore and draw a range of buildings in the streets that surround the school. • Identify similarities and differences between two or more pieces of art. • Describe and explore the work of the American Pop Artist James Rizzi. • Explore how James Rizzi used colour in his work. • Manipulate malleable materials, creating a 3-D effect through layering. • Say what I like about my own or others' work using simple artistic vocabulary. Complete assessment. 	

	<ul style="list-style-type: none"> • Cut and join textiles using glue and simple stitches. • Use coloured paints, pencils, or pastels to draw a version of works explored by significant artists. • make colourful self-portraits using the technique of collage. Using background templates or freehand. • Say what I like about my own or others' work using simple artistic vocabulary. Complete assessment. 		
<p style="text-align: center;">Year 2</p>	<p style="text-align: center;">Mix It & Still Life</p>	<p style="text-align: center;">Materials & Techniques (Flower head)</p>	<p style="text-align: center;">Portraiture</p>
	<ul style="list-style-type: none"> • Identify the primary and secondary colours and observe basic colour mixing theory. • Create a colour wheel, Identifying and mixing secondary colours. • Choose two pictures, describe similarities and differences between the artwork of Wassily Kandinsky and Piet Mondrian. • Mix colours indirectly through printmaking using a clay block. • Complete the painting colour challenge using a colour composition template. 	<ul style="list-style-type: none"> • Observe, sketch and explore flowers. • Explore a range of shape and form-based activities. • Explore and describe texture using paper and clay. • Explore colour and pattern by using, coffee filter papers, wax paper, and food colouring. • Know about the visual elements of flowers and the art of Yayoi Kusama. 	<ul style="list-style-type: none"> • Understand the role of royal portraiture in history and to analyse aspects of the paintings. • Work in pairs to sketch each other posing with chosen object. • Make a quick and simple digital portrait of partner using line only. • Use Kleki software to create a regal portrait of themselves, using the software to add layers and draw details.

	<ul style="list-style-type: none"> Analyse and evaluate their own and others' work using artistic vocabulary. Complete assessment. Gather Information and draw thumbnail sketches of images in their sketchbooks. Describe similarities and differences between artwork on a common theme. Understand how the artist, applied the paint, describing colours in hues. Create, draw, paint and sculpt a display of objects commonly used in still life work. Complete a still life composition, making simple sketches to explore and develop ideas. Analyse and evaluate their own and others' work using artistic vocabulary. 	<ul style="list-style-type: none"> Reflect upon their work, Complete assessment. 	<ul style="list-style-type: none"> Self evaluate and complete assessment.
<p>Year 3</p>	<p>Contrast and Complement/ Prehistoric Pots</p>	<p>Ammonite/ Figure Drawing</p>	<p>Botanicals</p>
<p>Objectives to be taught.</p>	<ul style="list-style-type: none"> Use and describe the properties of watercolour paints using a variety of different sized brushes. Understand the principles of the warm, cool, tertiary, analogous and complementary colour families. Use a range of artistic vocabulary to make comparisons and evaluations of how different artwork uses colour and colour theory. Explore the use of colour in more detail, Identifying and mixing the colours in their chosen artwork. 	<ul style="list-style-type: none"> Explore and draw ammonites using a range of drawing media, including pen and ink, pencils and fine line pens. Create a series of thumbnail drawings to capture the essence of the Fibonacci pattern. Create polystyrene tile printing designs, based on their simplified motif design and make prints. Create a 3-D ammonite sculpture using air drying clay. To write a simple evaluation and complete assessment. 	<ul style="list-style-type: none"> Explore Botanical art study fruits, vegetables and plants sketching from different angles. Investigate and compare botanical art works more closely. Make drawings of the artist's work, using pencils to add colour to their pictures. Investigate and study fern or bracken fronds, complete a 2-colour print. Using paint, coloured pencils or watercolour paints and a range of thin brushes to add fine detail. Make a detailed botanical study of their fruit.

	<ul style="list-style-type: none"> To create a colour composition, adding finer details, like dots, dashes, lines, and shapes using a fine paintbrush. Adapt and improve artwork. Complete the assessment. Make and annotate sketches of a selected pot. Understand and explore different clay techniques. Practise making Bell Beaker-style patterns on clay slabs by imprinting a range of natural materials onto them. Make a Bell Beaker-style pot using a combination of pinch, coil and pattern techniques. Adapt, improve artwork. Complete evaluation. 	<ul style="list-style-type: none"> Explore the technique of figure drawing. Focusing on the figure's simple shapes and fluid lines. Explore the significant artist, LS Lowry, by drawing silhouette figures. Use a variety of drawing materials explore drawing with detail, use their hand as the focus. Work in the style of LS Lowry to draw a picture about their school making simple sketches of everyday scenes. Make suggestions for ways to adapt and improve a piece of artwork. Complete assessment. 	<ul style="list-style-type: none"> Carry out an evaluation discussion in pairs or small groups. Complete assessment.
<p style="text-align: center;">Year 4</p>	<p style="text-align: center;">Contrast and Complement</p>	<p style="text-align: center;">Landscape/ Animal</p>	<p style="text-align: center;">Statues, Statuettes & Figurines (Royal Doulton)</p>
<p>Objectives to be taught.</p>	<ul style="list-style-type: none"> Understand and explore the properties of watercolours, including its translucency. Master the principles and mix warm, cool, tertiary, analogous and complementary colour families. Use a range of artistic vocabulary to make comparisons and evaluations of how each artwork uses colour and colour theory. Explore the use of colour in more detail, looking closely and mixing and recording colours within a piece artwork. Use shapes, techniques and visual elements, such as line, tone, shape, pattern, colour and form, to create a range of effects in a final composition. 	<ul style="list-style-type: none"> Work outdoors, using individual viewfinders, draw thumbnails sketches of views with interesting perspectives. Compare and contrast compositions and techniques artist's use. Understand and explore techniques called atmospheric perspective, using a variety of artistic media. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a thumbnail sketches or paintings. Paint or draw a mountainous landscape of their choice. Choose an interesting or unusual perspective or viewpoint for a landscape. 	<ul style="list-style-type: none"> Explore and experiment drawing, the style, poses and artistic techniques shown in figure drawing. Use the Statues and statuettes question sheets to study and complete. Research figurines in the local pottery industry to inform own design. Use clay techniques and processes including making an armature, to make their model. Say what has worked well and what could be improved. Complete assessment.



Long Term Plan: Art & Design



	<ul style="list-style-type: none">• Write a review of a partner's work. Complete the assessment.	<ul style="list-style-type: none">• To view others' work, stating what we think and feel about it. Complete assessment.• Compare and how artists portray animals.• Use hard and soft pencils and eraser, to complete technical drawings of animals.• Explore different animal coverings, using a range of artistic materials, capturing visual qualities of pattern, colour and texture.• Practice practical clay skills and techniques.• Use clay to create a detailed and experimental 3-D form of a Bankura horse.• Give constructive feedback to others about ways to improve a piece of artwork. Complete assessment.	
Year 5	Tints, Tones and Shades/ Taotie Motifs	Line, Light and Shadows/ Nature's Art	Mixed Media

<p>Objectives to be taught.</p>	<ul style="list-style-type: none"> • Mix and use tints and shades of colours using a range of different materials. • Use hand lenses to look study colours in landscapes more closely, mix and record them. • Explore and draw landscapes using thumbnail sketches, showing Perspective and Creating depth. • Complete a landscape painting using a range of tints, shades and tones. • Compare and comment on the ideas, methods and approaches in their own and others' work. Complete assessment. • Create a detailed line drawing of a taotie motif that includes common visual features. • Create a relief form using a range of tools, techniques and materials. • Make taotie reliefs, using a clay cast and using plaster to complete the task. • Add embellishment to create an authentic looking bronze cast by painting their pieces with watercolour paints. • Reflect upon and evaluate their own and others work and experiences. Complete assessment. 	<ul style="list-style-type: none"> • Explore continuous, or one-line, drawings. Using a display of various size and shaped bottles. • Study and draw images of Pablo Picasso's work including his continuous line drawings. • Use pen and ink (ink wash) to add perspective, light and shade to a composition or model. • Study works by the artist Rembrandt Harmenszoon. Explore the properties of pen and ink. • Use a white pencil, calks and oil pastel to create the areas of light. • Choose and download a black and white or colour digital photograph of an object. Edit and adapt their photograph. • Use practical resources including Ink wash to create tonal perspective, light and shade. Use pen, pencil to add detail in this shaded drawing, final piece. • Write a short evaluative paragraph that critiques their work. Include what they felt went well, what knowledge they have gained and how they might change or improve it further. Complete assessment. • Explore outside and look for natural forms and materials that could be used to create land art. • Complete the land art question sheet while considering the artistic elements of land art. 	<ul style="list-style-type: none"> • Use paper to explore traditional crafting techniques, including paper folding (origami), quilling, marbling and decoupage. • Use the paper samples to create a collage representing a visual element. Either colour, shape, texture or line. • Use interesting ways to add fabric crumb to backing fabric. • Create an imaginative or surreal composition. • Compare and evaluate different pieces completed in this project Complete assessment.
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Long Term Plan: Art & Design



- Begin planning and developing ideas using sketches to work creatively outdoors.
- Complete the land instillation work.
- Observe and evaluate their work, complete evaluation.

Year 6	Using sketchbooks- observational drawing / Significant Black Artists	Inuit Art/ Environmental Artists	Distortion and Abstraction
Objectives to be taught.	<ul style="list-style-type: none"> Explore/ research photographs of either bees, beetles, or butterflies online, making annotations about the insect's characteristics and visual qualities. Use watercolour paints to record the colour palette used in the contemporary works of the artist Lucy Arnold artist's work Use line, tone or shape, to draw observational detail to record the details of the insect. Use a range of materials to create a detailed, textural, mixed media collage of a beetle. Working in the style of Andy Warhol to create some Pop Art bees. Develop a final piece of artwork inspired by their chosen insect. Explain and evaluate their learning journey throughout the project. Complete evaluation. Gather a selection of images of the artist's work to create a digital mood board or montage using an appropriate art software. Complete the Significant artwork information sheets. Write a short paragraph to compare the works. 	<ul style="list-style-type: none"> Find images of work by significant Inuit artists, such as Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona. Make a digital montage of examples. Create an Inuit-inspired animal sculpture, using the technique of soft soap carving. Practise the technique of stencilling before developing a series of prints. Use ready-mixed paints and fine brushes so to explore a range of bold colour combinations, trying to emulate the enchanted owl artwork. Evaluate how well their work in this project compares to the traditional Inuit art work. Complete assessment. Complete the environmental artists recording sheet using a computer or tablet. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking 	<ul style="list-style-type: none"> Considering using either full abstraction or more subtle distortion. reimagine the observational drawings. Explore ways to distort an image into a series of simple lines, to create abstract portraits. Explore and experiment abstract art with colour using practical resources. Create abstract art using shape. Study the artwork <i>Guernica</i> by Pablo Picasso Isolate then recreate a small area of the Orphism image, representing the shapes and colours accurately. Create a final piece of abstract art in the Orphism style.



Long Term Plan: Art & Design



- Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
- Make a sketchbook replica of one of the significant artworks from the picture cards, using paint.
- Write an exhibition plaque to display alongside their work. Complete a copy of the assessment.

about designing and making a piece of art.

- Use a square of recycled cardboard, approximately 15 x 15cm, and their collected materials to make a recycled montage.
- Make sketches in their sketchbooks to record and develop their design ideas for own plastic awareness sculpture.
- Work in groups to complete their work, using the materials they have collected.
- Show and explain pieces to an assembly audience. Complete assessment.