

Pre - School links to Art

Art			
Development matters links		How this is achieved in EYFS	
Birth to 3 years: <u>Physical Development (PD)</u> <u>links:</u>	3 /4-year-olds: <u>Physical Development (PD)</u> <u>links:</u>	Skills in Pre – School	Possible outcomes
• Develop manipulation and control. • Explore different materials and tools. <u>Expressive Arts and Design (EAD):</u> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. <u>Expressive Arts and Design (EAD):</u> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such	Developing ideas: • Begin to develop their ideas through verbalising their thoughts. • Discuss the media they wish to use through conversation. • Talk about what they and dislike in their own work. Drawing: • Begin to use a range of drawing tools when making marks and symbols (pencils, chalk and other large-scale mark- making media). • Make marks with some meaning, identifying what they have drawn. • Begin to draw on different surfaces and using different coloured paper. Painting: • Explore and enjoy using a variety of tools for painting including: fingers and brushes and begin to develop some control with these. • Explore painting using the primary colours. • Begin to explore working with paint on different surfaces. Printing: • Collect textures and patterns through rubbings of everyday items e.g. coins, bricks, wood.	Children explore a range of different techniques over the year. Children will know that their movements will make marks and they explore different media and materials for this. Children will learn how to control their movements (hand with brush etc) to create their artwork. They will be able to talk about what they have created and label it eg ‘This is mummy’. Children will learn different techniques to make marks. Children will learn and know the names of colours. Children will represent their feelings through their artwork. Children will begin to mix colours and explore what happens to the colours as they mix them.

	as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.	• Use hand, feet and fingers to print. • Recognise patterns within the environment (including books, posters and fabrics). • Develop an understanding of impressed printing (drawing into paint) using combs, scrapers, forks and other materials to create a variety of effects e.g. thick/thin/wavy/ zigzag lines. Texture, pattern, colour, line and tone: • Enjoy playing with and using a variety of textiles and fabric. • Begin to use appropriate language to describe colours and textures. Collage: • Begin to name and match colours appropriate for an image. 3D and Sculpture: • Manipulate malleable materials (playdough) learning to roll and impress in the dough. • Begin to understand the safety and basic care of materials and tools. • Experiment with constructing and joining recycled, natural and man-made materials. Responding to art: • Begin to talk about what they have produced.	
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EYFS links to NC Art

Art			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
<u>Reception PD:</u> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, coordination and agility. <u>Reception EAD:</u> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	(End of Reception Assessment point) <u>Physical Development:</u> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <u>EAD: Creating with materials:</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.	Skills in Reception Developing Ideas: Develop their ideas through verbalising their thoughts. - Describe simple techniques and media they wish to use through conversation. - Evaluate their work through discussions with adults. Drawing: - Explore a range of drawing tools when making marks and symbols (pencils, chalks, pens etc). - Begin to show controlled movement when making marks with various media. - Explore drawing through observation. - Explore and choose the most appropriate surfaces and coloured paper for drawing. Painting: - Explore and enjoy using a variety of tools for painting including: different-sized brushes, sponge brushes, twigs and fingers and develop control with these tools. - Begin to recognise and name the primary colours. - Begin to explore what happens when we add white and black to primary colours. - Explore working with paint on different surfaces and in different ways (for	Possible outcomes Autumn Term: What makes me magnificent? - Children will draw lines to create shapes and draw representations of themselves and their family. - Children paint self-portraits. They observe their features in a mirror and choose to use correct colours to represent their features. - Making their portrait using loose parts in their play. - Observation drawings within the environment. It's a Magical Time - Children will manipulate clay using their hands and tools to make a Diwali Diwa lamp and a Christmas decoration using skills and different decoration techniques. - Learn about Rangoli patterns and how they are made, exploring colours and textures. Children to recreate their own patterns using different media such as chalks, rice, coloured sand and also in nature using leaves, sticks and bark. <u>Artist link this term:</u> Children will create a piece of artwork inspired by Jackson Pollock. Spring Term: Who lives in this house? New Life, New Changes

		example, coloured, sized and shaped paper). Printing: • Print using a range of hard and soft materials e.g. corks, sponges, shapes. • Use hand, feet and fingers to print. • Begin to build repeating patterns. • Enjoy using stencils to create a picture. Artist: Jackson Pollock Texture, pattern, colour, line and tone: • Decorate a piece of fabric. • Begin to create fabric collages using a range of textures. • Use appropriate language to describe colours and textures. • Investigate a range of textures and sort or match based on their texture, colour, shape or size. • Produce a range of patterns and textures. Artist: Coco Chanel Collage: • Collect and sort colours appropriate for an image. • Investigate a range of textures when collaging. • Represent their own ideas, thoughts and feelings through collage. Artist: Henri Matisse 3D and Sculpture:	• Children will explore a range techniques to manipulate paper to create a piece of art. • Observation drawings of flowers and plants using different media. Artist link this term: Henri Matisse Children will be inspired by Henri Matisse and create a collage. Summer Term: Who wears a hat like this? • Children will create fabric collages using a range of textures in the form of a hat. <u>Artist link this term:</u> Coco Chanel Amazing Adventures – • Children will explore different joining techniques such as a flange join, I-brace join, slot join and tab join. They will explore how to use resources such as split pins and treasury tags to connect their work.
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Art and Design: Year 1			
	Autumn Stomp, Chomp, Roar	Spring Once Upon a Town	Summer Oh, I Do Like to be Beside the Seaside
Strand of art being taught	Drawing & painting	Printing	Collage
Key artist/designer or architect	Georges Seurat Male/French/ Post-impressionist/19 th Century	Orla Kiely Female/Irish/Fashion Designer	Van Gogh Male/Dutch/ Post-Impressionist
Key Questions	- Who is Georges Seurat? Why is he famous? - What is pointillism and how can we replicate Seurat's technique? - What do you like/ dislike about Georges Seurat's pieces of art? - What are the names of the primary colours? - What happens when we mix two primary colours together? - What forms of line can I use to create my own dinosaur drawing/painting?	- Who is Orla Kiely? What can we learn about her? - What is printing? - What prints is she most well-known for making? - Using rotation and pattern, can we create our own Kiely-inspired block print?	- What do people do at the seaside and how could you represent this in a picture? - What materials could you use to demonstrate texture in the environment? - How can you manipulate materials to demonstrate textures within an environment? - How does Van Gogh build up his environments within his pictures? - What emotions do specific pictures give you? - What brush techniques does he use within his paintings?
National Curriculum	Pupils will be able to: - use a range of materials creatively to design and make products - use drawing and painting to develop and share their ideas, experiences and imagination - 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 and make links to their own work	Pupils will be able to: - Use a range of materials creatively to design and make products - Use painting to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Pupils will be able to: - Use 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 and make links to their own work

Progression Grid	<u>Developing ideas</u> • Through the introduction of their sketchbooks, pupils learn how to record and develop their ideas. • Develop their understanding of techniques and media used by chosen artists (through recordings in their sketchbooks). • Collect any images of the artist's work to draw upon when studying various techniques. • Evaluate their work through discussions with adults and peers. <u>Drawing</u> • Experiment with a wider range of media, including: pencils, rubbers, crayons, pastels, felt tips, chalk, pens & charcoal. • Show increased control when drawing with a range of media. • Produce lines of different thickness and tone using a pencil. • Start to produce patterns and textures from observations, imagination and illustrations. <u>Painting</u> • Experiment with paint media using a range of tools e.g different-sized brushes, body parts, rollers and pads and show control when using these. • Recall the names of the primary colours with confidence. • Begin to explore how we create secondary colours through exploration. • Experiment with layering and mixing media. <u>Art through Technology</u> • Take a self-portrait or photograph (start of year project)	<u>Developing ideas</u> • Through the introduction of their sketchbooks, pupils learn how to record and develop their ideas. • Develop their understanding of techniques and media used by chosen artists (through recordings in their sketchbooks). • Collect any patterns/images of artists' work to draw upon when studying various techniques. ▪ Evaluate their work through discussions with adults and peers. <u>Printing</u> • Roll printing ink over objects to create patterns e.g. mesh, stencils. • Make simple marks onto rollers to achieve print design. • Develop an understanding, and make, own relief printing blocks using string and card and a wooden block. • Experiment with pattern and rotation. • Experiment with overprinting motifs and colour. • Use equipment and media correctly and be able to produce a clean printed image. <u>Responding to Art</u> • Look and talk about their own work and talk about techniques they have used. • Look and talk about the work of artists and the techniques they have used. • Begin to express their likes and dislikes when discussing artists' work. • Explore the work of a range of designers, describing the differences and similarities, making links to their own work.	<u>Developing ideas</u> • Through the introduction of their sketchbooks, pupils learn how to record and develop their ideas. • Develop their understanding of techniques and media used by chosen artists (through recordings in their sketchbooks). • Collect any images or textures of artists' work to draw upon when studying various techniques. ▪ Evaluate their work through discussions with adults and peers. <u>Painting</u> • Create textured paint by adding sand. <u>Collage</u> • Create images from imagination, observation and experience. • Use a variety of media e.g. photocopies material, fabric, crepe paper & magazines. • Sort and group materials for different purposes e.g. colour or texture. • Arrange and glue materials to different backgrounds. • Fold, crumple, tear and overlap papers. • Work on different scales. • Collect, sort, name and match colours appropriate for an image <u>Responding to Art</u> • Look and talk about their own work and the techniques they have used. • Look and talk about the work of artists and the techniques they have used. • Begin to express their likes and dislikes when discussing artists' work. • Explore the work of a range of artists, describing the differences and similarities between different practices and discipline and making links to their own work.
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	• Use a simple computer paint programme to create a picture (through Rainbow Challenges) <u>Responding to Art</u> • Look and talk about their own work and the techniques they have used. • Look and talk about the work of artists and the techniques they have used. • Explore the work of a range of artists, describing the differences and similarities and making links to their own work.		
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	Autumn Victorians	Spring Lost in London	Summer Eco Warriors
Strand of art being taught	3D & Sculpture & Painting	Drawing	Texture, Pattern, Colour, Line & Tone
Key artist/designer or architect	William Morris Male/English/ Textile designer	David Best Male/American/Sculptor	Andy Goldsworthy Male/English/Sculptor & Photographer
Key Questions	- Who was William Morris and what is he best known for? - Why did he create repeating patterns and what did his designs remind people of? - What colours did Morris often use in his designs? - What are the primary colours? - What are the secondary colours and how are these created? - How can we create a clay slab inspired by the artwork 'Trellis' and which sculpture techniques should I use to help me create this? - What colours should I use to paint my Morris-inspired clay tile?	- What was The Great Fire of London? - Which artwork can we explore to understand this momentous event in history? - Who is David Best and what do we like about his sculptures? - How can create our own depiction of The Great Fire of London using tone and sketching techniques? - What is hatching, scribbling, stippling and blending and how can these help me to create lighter and darker tones? - What media can I use to depict the fire?	- What is a sculptor? - Who is Andy Goldsworthy and what is he most-known for? - What pieces of art is Goldsworthy known for? - What materials does Goldsworthy use in his art? - Can we design our own sculptures based on Goldsworthy's art? - What is weaving and how can we use natural resources from the environment to create our own weaves?

National Curriculum	Pupils will be able to: • Use a range of materials creatively to design and make products. • Use painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture and space. • Learn about the work of a range of designers, describing the differences and similarities, making links to their own work.	Pupils will be able to: • Use a range of materials creatively to design and make products. • Use drawing to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques using texture, line, shape and space.	Pupils will be able to: • Use a range of materials creatively to design and make products. • Use sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques using colour, texture, line, shape, form & space. • Learn about the work of a range of artists, describing the differences and similarities, making links to their own work.
Progression Grid	<u>Developing ideas</u> • Through the introduction of the sketchbooks, pupils learn how to record and develop their ideas. • Develop their understanding of techniques and media used by chosen artists (through recordings in their sketchbooks). • Collect any images of artists' work to draw upon when studying various techniques. • Evaluate their work through discussions with adults and peers. <u>Painting</u> • Control the types of marks made when painting using different techniques: layering, mixing media and adding texture. • Understand how to make tints by adding white and making tones by adding black. • Begin to understand the colour wheel (primary & secondary colours). • Recall the names of the secondary colours (knowing which primary colours are mixed to create these). • Be able to mix all the secondary colours (using the primary colours) with confidence.	<u>Developing ideas</u> • Through the introduction of their sketchbooks, pupils learn how to record and develop their ideas. • Develop their understanding of techniques and media used by chosen artists (through recordings in their sketchbooks). • Collect any patterns or images of artists' work to draw upon when studying various techniques. • Evaluate their work through discussions with adults and peers. <u>Drawing</u> • Begin to develop their understanding of tone by beginning to use a variety of techniques, including: hatching, scribbling, stippling and blending to create light and dark tones. • Draw lines and marks from observations. • Demonstrate control over the types of marks made with a range of media including: crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to understand tone through the use of different grades of pencils (HB, 2B, 4B, 2H). <u>Responding to Art</u>	<u>Developing ideas</u> • Through the introduction of their sketchbooks, pupils learn how to record and develop their ideas. • Develop their understanding of techniques and media used by chosen artists (through recordings in their sketchbooks). • Collect any patterns or images of artists' work to draw upon when studying various techniques. • Evaluate their work through discussions with adults and peers. <u>Texture, Pattern, Colour, Line & Tone</u> • Produce an expanding range of patterns and textures. • Use natural materials when considering pattern and texture e.g stones, leaves, feather, sticks, grasses. • Create fabrics by weaving materials i.e. grass through twigs. • Apply decoration using feathers etc • Apply colour with dipping, fabric crayons. • Create and use dyes e.g tea and coffee. <u>Responding to Art</u>

	- Understand the suitability of brush size dependent on their task, selecting a smaller brush for more detail. <u>3D and Sculpture</u> - Experiment and manipulate malleable materials (clay) in a variety of ways, including: rolling, pinching, kneading, scoring and shaping. - Shape and model clay for a purpose (e.g. a pot or tile) using observation or imagination. - Develop experience in combining in pinch and coiling to produce end pieces. - Impress and apply simple decoration techniques. - Use tools and equipment safely and in the correct way. - Join clay adequately and construct a simple base for extending and modelling other shapes. - Explore carving as a form of 3D art <u>Responding to Art</u> - Continue to explore the work of a range of designers, describing the differences and similarities between different practices and discipline and making links to their own work. - Reflect and explain the success and challenges in a piece of art they created.	- Continue to explore the work of a range of artists, describing the differences and similarities between different practices and discipline and making links to their own work. - Explore thoughts and feelings about a piece of art. - Reflect and explain the success and challenges in a piece of art they created. - Identify changes they might make or how their work could be developed further through conversation or simple written response.	- Continue to explore the work of a range of artists, describing the differences and similarities between different practices and discipline and making links to their own work. - Explore thoughts and feelings about a piece of art. - Reflect and explain the success and challenges in a piece of art they created. - Identify changes they might make or how their work could be developed further through conversation or simple written response.
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Art and Design: Year 3				
	Autumn Savage Stone Age	Autumn Christmas Card focus	Spring Romans – Veni, Vidi, Vici!	Summer Rainforest Rangers
Strand of art being taught	Drawing & Painting	Printing	Collage	Drawing & Painting

Key artist/designer or architect	Unknown due to age of paintings but will focus on caves around the world.		Explore a few different mosaic artists including: Gary Drostle, Elaine M Goodwin, Takako Hirai & Carrie Reichardt.	Henri Rosseau Male/French/Post-Impressionist
Key Questions	- What are cave paintings and why were they important to the Stone Age civilisation? - How did people communicate in pre-historic times? - What colours were used and why? - Can we experiment with tone, shade and hue to develop a range of colours for our cave paintings? - What equipment was used to draw and paint on the caves' walls?	- What is printing? - What is relief printing and how can we use this to design, and make, Christmas cards for our families? - What tools can I use when relief printing? - What techniques can I experiment with to achieve pattern, rotation, colour and overlapping?	- What legacy did the Romans leave after their invasion? - What is a mosaic? What materials can be used to create a mosaic? - What techniques are used to create mosaics? - Who are some well-known mosaic craftspeople? What do we like/dislike about their artwork? - Can we plan our own roman-inspired mosaics?	- Who was Henri Rosseau and what artwork is he most well-known for? - What techniques did Rosseau use in his painting? - What are complementary colours and how did Rosseau use these in his paintings to make certain objects stand out? - Can we create a Rosseau-inspired painting using complementary colours?
National Curriculum	Pupils will be able to: - Use their sketchbooks to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including painting and drawing with a range of materials (for example pencil, charcoal, paint).	Pupils will be able to: - Use their sketchbooks to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including with a range of materials (for example, inks).	Pupils will be able to: - Use their sketchbooks to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including with a range of materials. Learn about great artists/designers in history (mosaic artists).	Pupils will be able to: - Use their sketchbooks to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including drawing and painting with a range of materials (watercolours). Learn about great artists in history.

Progression Grid	<u>Developing Ideas</u> - Using their sketchbooks, pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques and a range of artists' works, use their sketchbook to record and express their feelings (likes and dislikes). - Make notes about techniques used to support them with their own artwork. - Evaluate their work through notes and annotations. - Use their sketch book to adapt and improve original ideas. <u>Drawing</u> - Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. <u>Painting</u> - Use a range of brushes to demonstrate an increasing control with the types of marks made and experiment	<u>Developing Ideas</u> - Using their sketchbooks, pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Use their sketch book to adapt and improve original ideas. <u>Printing</u> - Learn how to take simple prints using mono printing. - Produce a clean printed image and experiment with pattern, rotation, overlapping and colour. - Make own relief printing blocks using polystyrene tiles. - Begin to learn how to print using two colour overlays. - Combine prints taken from different objects to produce an end piece.	<u>Developing Ideas</u> - Using their sketchbooks pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques and a range of artists' works, use their sketchbook to record and express their feelings (likes and dislikes). - Make notes about techniques used to support them with their own artwork. - Evaluate their work through notes and annotations. - Begin to develop their ideas through peer feedback, identifying what they believe are areas of strength and areas of improvement. - Use their sketch book to adapt and improve original ideas. <u>Collage</u> - 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 a visual vocabulary. - Make a simple mosaic. - Create textured collages from a variety of media e.g. photocopies, coloured washed paper, crepe paper, magazines etc. <u>Responding to Art</u> - Explore the work of artists, describing the differences and similarities between different practices and	<u>Developing Ideas</u> - Using their sketchbooks pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques and a range of artists' works, use their sketchbook to record and express their feelings (likes and dislikes). - Make notes about techniques used to support them with their own artwork. - Evaluate their work through notes and annotations. - Begin to develop their ideas through peer feedback, identifying what they believe are areas of strength and areas of improvement. - Use their sketch book to adapt and improve original ideas. <u>Drawing</u> - Continue to develop their understanding of tone by beginning to use a variety of techniques, including: hatching, scribbling, stippling and blending to create light and dark tones. - Develop intricate patterns/ marks (texture) with a variety of media. - Begin to show consideration in the choice of pencil they use. - Begin to develop an understanding of facial expressions within drawings. <u>Painting</u>
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	with different effects and textures including blocking with colour and using thickened paint, creating textural effects. • Mix colour, shades and tones with increasing confidence. • Identify the difference between tint, tone and hue. • Understand how to create a background using a wash. <u>Responding to Art</u> • Explore the work of artists, describing the differences and similarities between different practices and discipline and making links to their own work. • Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques. • Respond to art from different periods of culture (cave painting across the world)		discipline and making links to their own work. • Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques. • Respond to art from different periods of time (Roman mosaics vs modern-day mosaics).	• Use a range of brushes to demonstrate an increasing control with the types of marks made and experiment with different effects and textures including blocking with colour and using thickened paint, creating textural effects. • Mix colour, shades and tones with increasing confidence. • Identify the difference between tint, tone and hue. • Confidently recall the names of the secondary colours and begin to explore how colours can complement each other (using the colour wheel). <u>Responding to Art</u> • Explore the work of artists, describing the differences and similarities between different practices and discipline and making links to their own work. • Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques.
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Art and Design: Year 4			
	Autumn Tomb Raiders (Ancient Egypt)	Spring Secrets of the Saxons (Anglo-Saxons)	Summer Extreme Earth (Extreme Weathers)
Strand of art being taught	Texture, Pattern, Colour, Line and Tone	Drawing and 3D & Sculpture	Drawing & Painting
Key artist/designer or architect	Explore a range of Egyptian work		Katsushika Hokusai Male/Japanese/
Key Questions	- What is papyrus paper and how was it used by the Ancient Egyptian civilisation? - How do I create papyrus paper? - How do I create a scroll using the paper? - What Egyptian art can we still observe today? Are there any specific images depicted frequently in this extensive civilisation? What is the meaning behind these? - What patterns, colours and shapes were used? - How can I use the style, patterns and techniques of Ancient Egyptian art when creating my own artwork which depicts a story/message?	- Why did the Anglo-Saxons believe in dragons? - Which sketching techniques can help me to build detail into my drawing of dragons' eyes? - What is tone and how is this created within drawing? - What sculpting techniques can I use to develop detail when using clay? - Can I design, and make, a dragon eye from clay using sculpting techniques I have learnt?	- Who was Katsushika Hokusai and what artwork is he most well-known for? - What is 'The Great Wave of Kanagawa'? - What colours did Hokusai use for this painting? - How can we create our own 'Great Wave' inspired by Hokusai but using bolder colours that contrast or complement? - How can I develop my skills of form, line, shape and space during this unit of work to help me create the waves? - What are: foreground, background and horizon?

	Which materials should I use to draw my designs on the papyrus paper?		
National Curriculum	Pupils will be able to: - Use their sketchbook to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including drawing with a range of materials.	Pupils will be able to: - Use their sketchbook to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including sculpture with a range of materials (including clay).	Pupils will be able to: - Use their sketchbook to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including drawing and painting with a range of materials. - Learn about great artists in history.
Progression Grid	<u>Developing Ideas</u> - Using their sketchbooks pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using a range of artists' work, use their sketchbooks to record and express their feelings (likes, dislikes). - Evaluate their work through notes and annotations. - Use their sketch book to adapt and improve original ideas. <u>Drawing</u>	<u>Developing Ideas</u> - Using their sketchbooks pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques and a range of artists' works, use their sketchbook to record and express their feelings (likes and dislikes). - Make notes about techniques used to support them with their own artwork. - Evaluate their work through notes and annotations. - Begin to develop their ideas through peer feedback, identifying what they believe are areas of strength and areas of improvement.	<u>Developing Ideas</u> - Using their sketchbooks, pupils record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques and a range of artists' works, use their sketchbook to record and express their feelings (likes and dislikes). - Make notes about techniques used to support them with their own artwork. - Evaluate their work through notes and annotations.

	- Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. <u>Texture, Pattern, Colour, Line and Tone</u> - Use a variety of techniques e.g weaving to create different textural effects. - Develop skills in cutting and joining. <u>Responding to Art</u> - Discuss and review their own and others' work, expressing thoughts and feelings, and identifying modifications/ changes that could be made. - Respond to art from different periods of time and culture.	- Use their sketch book to adapt and improve original ideas. <u>Drawing</u> - Begin to show awareness of representing texture through the choice of marks and lines made by exploring new techniques including: cross hatching, hatching and circulumism. - Continue to develop understanding of tone by using a variety of techniques, including: contour hatching, cross hatching & circulumism. - Experiment with different grades of pencil and other implements to achieve variations in tone. - Draw for a sustained period of time at an appropriate level. <u>3D & Sculpture</u> - Use a sketchbook to plan, collect and develop ideas, to record media explorations and experimentations as well as try out ideas. - Shape, form, model and construct from observation or imagination. - Create surface patterns and textures in a malleable material e.g. pinch, slab, coil techniques. - Gain more confidence in carving as a form of 3D art. - Show an understanding of shape, space and form when sculpting. - Plan, design, make and adapt models, understanding the need to adapt work as and when necessary, explaining why. <u>Responding to Art</u> - Discuss and review their own and others' work, expressing thoughts and feelings, and identifying modifications/ changes that could be made.	- Begin to develop their ideas through peer feedback, identifying what they believe are areas of strength and areas of improvement. <u>Drawing</u> - Draw for a sustained period of time at an appropriate level. - Begin to use media and techniques (line, colour etc) to show representation of movement in forms. <u>Painting</u> - Use a range of brushes to demonstrate an increasing control with the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickened paint creating textural effects. - Start to develop a painting from a drawing. - Begin to select appropriate media to work with. - Use light and dark within painting and show understanding of complementary colours. - Begin to explore creating tertiary colours and understand this is achieved by mixing primary and secondary colours together. - Work in the style of a selected artist (not copying). <u>Responding to Art</u> - Discuss and review their own and others' work, expressing thoughts and feelings, and identifying modifications/ changes that could be made. - Continue to explore the work of artists, describing the differences and similarities between different practices and discipline and making links to their own work.
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Art and Design: Year 5			
	Autumn 1 It's all Greek to me!	Spring We have Lift Off!	Summer Roses, Rivers, Religion
Strand of art being taught	Printing	Painting & Collage	Drawing

Key artist/designer or architect	David Hockney Male/ British/ Artist	Peter Thorpe Male/American/Abstract Artist	Focus on local architecture (particularly Tewkesbury Abbey and Tudor buildings)
Key Questions	- Why are Greek vases so important? What do they tell us about Greek culture? - Who is David Hockney? What style of art is he well-known for? What pieces of art is he most known for? - What is pop art? What makes a piece of art 'pop art'? - How can we create a pop-art inspired print of Greece's landscapes? - Which tools and materials do we need to transfer our print onto fabric?	- Who is Peter Thorpe and what style of art is he most known for? - What is abstract art? Are there other well-known abstract artists we can compare to Peter Thorpe's work? - What subject(s) does Peter Thorpe paint the most? - What colours/tones does Thorpe use in his work? - Can we create these vivid colours using a range of media, including paint? - How can we create a space background for our subject (rocket etc)? Which tools can I experiment with?	- Which buildings in Tewkesbury were built in Tudor times? - Why is Tewkesbury Abbey so significant to the Battle of Tewkesbury? - Can we sketch, using our developing knowledge of tone, some of these buildings (or parts of)? - Can we re-design a derelict building in Tewkesbury?
National Curriculum	Pupils will be able to: - Use their sketchbook to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques with a range of materials. - Learn about great artists in history.	Pupils will be able to: - Use their sketchbook to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including drawing and painting with a range of materials, including acrylic paints. - Learn about great artists in history.	Pupils will be able to: - Use their sketchbook to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including drawing with a range of materials. - Learn about great architects in history.
Skills Grid	<u>Developing Ideas</u> - Through the introduction of their sketchbooks, pupils learn how to record and develop their ideas. - Develop their understanding of techniques and media used. - Collect any patterns to draw upon when studying various techniques. - Evaluate their work through discussions with adults and peers. <u>Drawing</u>	<u>Developing Ideas</u> - Use a sketchbook to record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques and a range of artists' works, use their sketchbook to analyse, record and express their feelings, explaining their opinions. - Analyse the techniques used by a range of artists to inform them and inspire them when creating their own work.	<u>Developing Ideas</u> - Use a sketchbook to record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works. - Using their understanding of techniques, use their sketchbook to analyse, record and express their feelings, explaining their opinions. - Critically evaluate their work, identifying areas they believe are (personally) strengths and areas that are areas for development and explain their reasoning behind this.

	▪ Begin to develop an awareness of scale and proportion within their work. <u>Printing</u> • Learn how to print onto fabric and begin to learn how to print using three colour printing. • Demonstrate experience in a range of printmaking techniques and describe these techniques and processes. • Adapt work according to their views and describe how they may develop it further. • Create printing blocks by simplifying an initial sketch book idea. <u>Responding to Art</u> • Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes to how they could be developed further. • Compare the different styles and approaches of artists/designers.	▪ Critically evaluate their work, identifying areas they believe are (personally) strengths and areas that are areas for development and explain their reasoning behind this. ▪ Confidently provide peer feedback about their peers’ work, identifying areas of strength and areas for improvement and explain their reasoning behind this. ▪ Adapt work as and when necessary and explain why adaptations were made. <u>Painting</u> ▪ Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Mix colours with confidence to achieve shades and tones, building on their previous knowledge. • Mix and match colours to create atmosphere and the effect of light within paintings. • Start to develop their own style using tonal contrast. <u>Collage</u> • Continue to develop upon techniques taught in Year 3 and use these along with knowledge of colour and texture to create their work. • Add collage to a painted, printed or drawn background. • Use a range of media to create collages • Use collage as a means of extending work from initial ideas <u>Responding to Art</u> • Recognise the art of key artists and begin to place them in key movements or against historical events.	▪ Confidently provide peer feedback about their peers’ work, identifying areas of strength and areas for improvement and explain their reasoning behind this. ▪ Adapt work as and when necessary and explain why adaptations were made. <u>Drawing</u> • Work in a sustained and independent way to create a detailed drawing. • Use different techniques for different purposes (for example hatching, contour hatching, stippling) to help achieve tone and develop colour. • Start to develop their own style using tonal contrast and mixed media. • Develop close observation skills using a variety of view finders. • Attempt to show reflections in a drawing. • Begin to develop an awareness of scale and proportion within their work. <u>Art Through Technology</u> ▪ Compose a photo with thought for textural qualities, light and shade. <u>Responding to Art</u> • Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes to how they could be developed further. • Explore a range of great architects in history. • Compare the different styles and approaches of architects.
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Art and Design: Year 6			
	Autumn 1 Friend or Foe (World War II)	Spring Inspirational Inventors	Summer Around the World in 80 Days
Strand of art being taught	Sculpture	Drawing	Painting/ Collage/Textures

Key artists/designers or architects	Henry Moore Male/English/Sculptor 20th Century	Focus on: Salvador Dali Male/Spanish/ Surrealist painter & Rene Magritte Male/Belgian/ Surrealist painter We also look at Dorothea Tanning's artwork.	Megan Coyle Female/American/ Landscape Collagist
Key Questions	<u>Henry Moore</u> - Who was the official wartime artist during World War II? - Who was Henry Moore and what can we learn about his life? - Which pieces of art is Henry Moore well-known for? What do we like and dislike about his artworks? - What mediums did he use during his career, and more specifically during WWII? - When sketching, Moore created a sense of confinement and sadness- why? - How can we create an armature which displays a sense of confinement and sadness? - What sculpting techniques can we use when creating our shelter figure? - Which colours can be associated with the moods experienced in the shelters during World War II and which mediums can we use to create these? - How did Moore achieve the Tube Shelter using perspective? Can we create our own version of this?	<u>Surrealism</u> - What is surrealism? When was it most prominent in history? - Which famous artists were influencers of this movement? How were the works of Salvador Dali, Rene Magritte (and other artists such as Dorothea Tanning, Joan Miro & others) similar and different? - Which pieces of art are Dali and Magritte most well-known for? Can we provide our opinions on their artwork? - How can we use our imagination and observations from around us to create surreal artwork? - Can we use real-life objects to inspire us to create our own surrealist pieces of art? - How can we achieve tone in our drawing through sketching techniques? - Can we create our own piece of art (painting or drawing) which has been inspired by surrealist artists?	<u>Megan Coyle</u> - Who is Megan Coyle and what medium of art is she most well-known for? - How can we use various media (including painting) to create a collage which has a range of tone (colour), textures and effects? - What is a mood board and how can we use these to effectively plan a small-scale, detailed collage of a Texan landscape?
National Curriculum	<u>Henry Moore</u> - 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 and sculpture. - Learn about great artists in history.	<u>Surrealism</u> - 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 and painting. - Learn about great artists in history.	<u>Megan Coyle</u> - Create sketch books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques including collage.

Skills Grid	<u>Developing Ideas</u> • Use sketchbooks to record media explorations and experimentations as well as trying ideas and planning colours for future works. • Using their understanding of techniques and a range of artists' works, use their sketchbooks to analyse, record and express their feelings, explaining their opinions. • Analyse the techniques used by a range of artists to inform them and inspire them when creating their own work. • Critically evaluate their work, identifying areas they believe are (personally) strengths and areas that are areas for development and explain their reasoning behind this. • Adapt work as and when necessary and explain why adaptations were made. <u>Drawing</u> • Develop an understanding of proportion and space through exploring simple perspective using a single focal point and horizon. • Continue to develop an awareness of composition, scale and proportion in their work. <u>3D & Sculpture</u> • Plan a sculpture through drawing and other preparatory work. • Work around armatures or over constructed foundations. - • Demonstrate experience in relief and freestanding work using a range of media (including Modroc and wire) to create an armature. • Show awareness of the effect of time upon sculptures, environmental sculptures and found object art. • Recognise sculptural forms in the environment: furniture, buildings. • Shape, form, model and construct from observation or imagination. • Secure work to continue at a later date.	<u>Developing Ideas</u> • Use sketchbooks to record media explorations and experimentations as well as trying ideas, planning colours and collecting source material for future works. • Using their understanding of techniques and a range of artists' works, use their sketchbooks to analyse, record and express their feelings, explaining their opinions. • Analyse the techniques used by a range of artists to inform them and inspire them when creating their own work. • Critically evaluate their work, identifying areas they believe are (personally) strengths and areas that are areas for development and explain their reasoning behind this. • Confidently provide peer feedback about their peers' work, identifying areas of strength and areas for improvement and explain their reasoning behind this. <u>Drawing</u> • Draw for a sustained period of time over a number of sessions working on one piece. • Use different techniques for different purposes (for example scumbling, hatching, shading), understanding which techniques work well and why. • Continue to develop an awareness of composition, scale and proportion in their work. <u>Responding to Art</u> • Recognise the art of key artists and begin to place them in key movements or against historical events. (1920s- The Great Depression). • Discuss and review own and others work, expressing thoughts and feelings, explaining their views. ▪ Identify artists who have worked in a similar way to their own work. ▪ Explore a range of great artists in history.	<u>Developing Ideas</u> • Use sketchbooks to record media explorations and experimentations as well as trying ideas, planning colours and collecting source material for future works. • Using their understanding of techniques and a range of artists' works, use their sketchbooks to analyse, record and express their feelings, explaining their opinions. • Analyse the techniques used by a range of artists to inform them and inspire them when creating their own work. • Critically evaluate their work, identifying areas they believe are (personally) strengths and areas that are areas for development and explain their reasoning behind this. • Confidently provide peer feedback about their peers' work, identifying areas of strength and areas for improvement and explain their reasoning behind this. • Adapt work as and when necessary and explain why adaptations were made. <u>Painting</u> • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music. • Mix colours with confidence to achieve shades and tones, building on their previous knowledge. • Mix and match colours to create atmosphere and the effect of light within paintings.
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	- Develop understanding of different ways of finishing work: glaze, paint and polish. - Solve problems as they occur. <u>Responding to Art</u> - Recognise the art of key artists and begin to place them in key movements or against historical events (World War I & World War II). - Discuss and review own work, expressing thoughts and feelings, explaining their views. - Identify artists who have worked in a similar way to their own work. - Explore a range of great artists in history.	Compare the different styles and approaches of artists, designers or architects.	- Understanding which works well in their work and why, drawing upon influences of artists studied. <u>Texture, Pattern, Colour, Line and Tone</u> - Confidently use a range of media to overlap and layer, creating interesting colours, textures and effects. - Understand how colours can link to moods and feelings in art and use colours to create mood boards focused on landscapes. - Express links between colour and emotion. <u>Responding to Art</u> - Discuss and review own and others work, expressing thoughts and feelings, explaining their views. - Identify artists who have worked in a similar way to their own work.
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Analysis of artists/designers/architects being covered

Artists	Craft makers	Designers	Architects
Georges Seurat (Y1) Van Gogh (Y1) Andy Goldsworthy (Y2) Henri Rosseau (Y3) Katsushika Hokusai (Y4) Peter Thorpe (Y5) David Hockney (Y5) Henry Moore (Y6) Salvador Dali (Y6) Rene Magritte (Y6) Megan Coyle (Y6)	Takako Hirai (Y3) Gary Drostle (Y3) Elaine M Goodwin (Y3) Carrie Reichardt (Y3)	Orla Kiely (Y1) William Morris (Y2)	David Best (Y2) Focus on architecture in Y5 (architect of Abbey unknown).

	Male- Georges Seurat Van Gogh William Morris Andy Goldsworthy Henri Rosseau Katsushika Hokusai Peter Thorpe Henry Moore Salvador Dali Rene Magritte David Best Gary Drostle David Hockney	Female- Orla Kiely Megan Coyle Elaine M Goodwin Takako Hirai Carrie Reichardt	
	White- Georges Seurat Van Gogh Orla Kiely William Morris Andy Goldsworthy Henri Rosseau Peter Thorpe Henry Moore Rene Magritte Megan Coyle David Best Gary Drostle Elaine M Goodwin Carrie Reichardt David Hockney	Ethnic minorities- Katsushika Hokusai Takako Hirai	
Time:	Historical art- Ancient Egypt Cave paintings	19 th Century- Georges Seurat, Van Gogh, William Morris, Henri Rosseau, Katsushika Hokusai	20 th / 21 st Century- Orla Kiely, Andy Goldsworthy, Peter Thorpe, Henry Moore, Salvador Dali, Rene Magritte, Megan Coyle, David Best, Carrie

			Reichardt, Gary Drostle, Elaine M Goodwin, Takako Hirai, David Hockney
Countries: France- Georges Seurat, Henri Rosseau The Netherlands- Van Gogh Ireland- Orla Kiely British- William Morris, Andy Goldsworthy, Henry Moore, Carrie Reichardt, Elaine M Goodwin, Gary Drostle,David Hockney Japan- Katsushika Hokusai, Takako Hirai United States of America- Peter Thorpe, Megan Coyle, David Best Spain- Salvador Dali Belgium- Rene Magritte			