Marlborough Primary Academy School – Art Long Term Planning
2022 – 2023
YEAR A

Subject - ART LEARNING SEQUENCE
• EHCP & SEND Support refer to IEPs for the individual children. • Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria. • Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Personal, Social and Emotional Development	Communication and Language	Personal Development	Understanding the World	Expressive Arts and Design
• Show an understanding of their own feelings and those of others • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others' needs	• Listen attentively and respond to what they hear with relevant questions during whole class discussions. • Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences.	• Hold a pencil effectively – using the tripod grip • Use a range of small tools, including scissors, paint brushes • Begin to show accuracy and care when drawing.	• Explore the natural world around them, making observations and drawing pictures of animals and plants	• 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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows – Autumn 1 **Self-Portrait**	Self-portraits is designed to enable children to look at a range of well-known portraits understanding that they are not just paintings. They will use clay to make their own portrait.	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) use different types of pencil – understand the lettering on pencils	• To investigate a range of self-portraits • To know what a self-portrait it • Use collage to make a self-portrait • Investigate different kinds of sketching pencils • Investigate different types of paint	portrait self-portrait artist themselves collage materials paint photograph sculpture mixed media sketching pencils

				• Create a wash of colour • Creating bright and pale colours • Using shapes to draw a face	acrylic powder paint watercolours wash drab dab finger paint
		different practices and disciplines, and making links to their own work.	Demonstrate experience in different grades of pencil. Painting (pencil, charcoal, inks, chalk, pastels, ICT software) – make bright and pale colours. Create a wash		
Willows – Spring 2 **Earth Art**	Earth Art is designed to enable children to create unique artwork using natural materials using rocks, leaves, twigs and acorns found on the playground offering a range of imaginative and artistic experiences. The children will make pet rocks using different size rocks, stick sculptures using sticks and twigs, leaf animals using fallen leaves.	• To use a range of materials creatively to design and make products. • To use painting and sculpture and share ideas, experiences and imagination. • To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.	Texture (textiles, clay, sand, plaster, stone) – weaving and collage Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose	• To use a range of natural materials • Understand that painted images can be used to tell stories. • Make a simple sculpture • Understand that different surfaces can be used to create an image.	abstract pattern Rangoli natural patterns weave loom mandala colour symmetrical collage
Willows – Summer 1 **Animal Art**	The children will be introduced to observational drawings ensuring that it is as life-like as possible. They will be taught to look at what shapes and lines there are, and how they connect wit each other. As part of this unit they will look at both British wildlife and animals found in the wider world.	• To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, line, shape and form.	Drawing (pencil, charcoal, inks, chalk, pastels, ICTs software) – use 2d shapes and lines to draw animals Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals. Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – cut and snip paper to make a finger puppet and 3D animal	• Create an observational drawing of an animal looking at shapes and lines. • Make African animal finger puppets through folding and snipping paper • Exploring and creating animal patterns • Create animal art in the style of Aboriginal dot art • Create a 3D artwork of a rainforest animal	observational shapes lines connect animal puppet binoculars snip cut edge trim pattern silhouette dot painting

				• Using paint create animal artwork.	
Maple – Autumn 1 **Colour Creations**	The children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian	• To use a range of materials creatively to design and make products • To develop a wide range of art techniques in using colour, pattern, line, shape, form and space. • About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Kandinsky and Mondrian)	Painting (pencil, charcoal, inks, chalk, pastels, ICT software) Observe patterns Colour (painting, ink, dye, textiles, pencils, crayon, pastels) name all the colours − mixing of colours − Find collections of colour − applying colour with a range of tools	• Know the primary and secondary colours • Create light and dark shades of a colour • Create a monochrome picture by mixing shades of one colour. •Evaluate the work stating what they think and feel about it.	monochrome shades primary secondary mixing interpretation style
Maple – Spring 1 **Henri Rousseau**	Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau. They will learn that Rousseau was a self trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skill They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – begin to describe colours by objects -make as many tones of one colour as possible	• Know about the life of Henri Rousseau • Know the features of a Henri Rousseau picture: clear outlines, lush green plants in the background, pure simple colours in different shades, each leaf painted separately, animals in the foreground and huge over sized flowers. • Produce a picture in the style of Rousseau.	self-portrait gallery/galleries none realistic dramatic critics childish landscape portrait landscape animals beasts imagination botanical gardens
Maple – Summer 1 **Giuseppe Arcimboldo**	Children to explore and learn about Arcimboldo's	• To use a range of materials creatively to	Colour – (painting, ink, dye, textiles, pencils, crayon,	• Explore the work of Arcimboldo	self-portrait stained glass window

	paintings and self-portraits. They will think about how his style changed and developed by completing fact sheets, as well as create their own self-portraits influenced by Arcimboldo's style. They will explore a range of his paintings creating their own sketches and paintings in his style. This builds upon their earlier work on self-portraits.	design and make products • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	pastels) – begin to describe colours by objects. -Colour to reflect mood	• Create own self-portrait in style of Arcimboldo using water colours. • Use one colour when adding shade and shadow • Create a portrait using the elements: fire, water, air and earth • Create an animal of their choice using a variety of bird pictures finish with oil paints. • Use a selection of fruit and vegetables to make a portrait.	costume designer oil paints canvas fruit vegetables flowers seasons elements: fire, water, air, earth represents personalities oil paint pastel paint natural materials
Sycamore – Autumn 1 Famous Buildings	This will introduce children to explore and examine buildings in a variety of architectural styles. They will have the opportunity to design a building, building upon the skills of sketching and annotating designs. Children will find out who Sir Christopher Wren was and discover his role as an architect. Children will explore the history, design and features of St Basil's Cathedral in Russia. They will study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork. Children will consider how and why trends in architectural	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	Form – (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – plan and develop -discuss own work and that of other architects. -shape, form, model and join.	• Name a range of famous buildings. • Explore architecture of Sir Christopher Wren • Use the 'back and forth' method when shading with a pencil • Explore design and pattern within St. Basils cathedral • Colour mixing for lighter/darker versions • Use tinting to make lighter versions of a colour • Explore the architecture of the Taj Mahal • Explore the architecture of the Sidney Opera House	design architect precise technical drawings aesthetics cathedral line colour decorative feature skyline hatching cross hatching scumbling stippling construction symmetrical tracing paper annotate sketch

	styles change over time. They will find out that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building			• Sculpture is three dimensional	
Sycamore – Spring 1 **Plant Art**	To review the works of artists previously taught to compare to one another. To use the key skills of creating tints, shades and tones to produce high quality botanical paintings. Children will be encouraged to give a differing perspective on a piece of artwork, including those of other children.	• To create sketch books to record their observations and use them to review and revisit ideas (– record tones, tints and shades) • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and <u>designers</u> in history	<u>Drawing</u> (pencil, charcoal, inks, chalk, pastels) -initial sketches as a preparation for painting <u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) – colour mixing and matching; tint, tone, shade. -Observe colours -Colour to reflect mood <u>Form</u> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join.	• Explore the work of a range of artists (Rousseau, Arcimboldo, Monet…) selecting and justifying reasons for choice. • Paint a botanical illustration using CAP (constant observation, attention to detail and patience). • Create tints, shades and tones of colour • Add white to a colour to create a tint. • Add black to a colour to create a shade • Add black and white to a colour to create a tone. • To develop printing skills exploring Orla Kiely designs • Know that hue is another word for colour • Make a leaf print design in the style of Orla Kiely. • To create depth in a piece of artwork	realistic reasoning symmetrical accurate impressionist strong outlines intense colours contrast foreground installation observational botanical illustrations scientific tone tint shade form hue depth clay decorative functional slip template

				• To use the 'V and Y' method to paint a tree • To create a sculpture using clay – a flower bowl • Know that slip is made from water and clay	
Sycamore – Summer 1 **Sonia Delaunay**	Introduce the children to one of the great female artists of the 20th century, Sonia Delaunay. They will find out about the artist's early life, who and what she was influenced by, and how she developed her own distinctive style of art. They will explore how Sonia Delaunay branched out into the fashion world, and the legacy she left behind.	About great artists – Sonia Delaunay • To improve their mastery of art techniques including painting and drawing.	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) close observation Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Use light and dark within painting and begin to explore complimentary and harmonious colours. Mix colour, shades and tones with increasing confidence	• Be familiar with the early work and life of Sonia Delaunay • Make links to the portraits of Rousseau and Van Gogh. • To learn about Orphism a form of abstract art • To learn about complementary and harmonious colours • How to create rhythm and movement in art work • Understand the influence and legacy of Sonia Delaunay	Portraits Orphism patchwork quilt inspired complementary colours harmonious colours rhythm and movement curve observer costumes fabric designs geometric shapes influence legacy colour illusions circle arc

Beech – Autumn 1 **Street Art**	Through developing sketching skills, the children will develop ideas and techniques for art work using graffiti lettering. They will consider and discuss how street art can be used to improve a space building upon their knowledge of how street art developed in New York and has been made famous by Banksy.	• To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, <u>painting</u> and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. (Banksy)	<u>Pattern</u> (paint, pencil, textiles, clay, printing) – create own abstract pattern to reflect personal experiences and expression. -Use sketchbook for recording textures/patterns Taught to cut out a stencil using a craft knife.	• Understand how some graffiti is legal and some illegal • Understand how graffiti in New York became an art form. • Use a range of stencils • Explore the works of Banksy • Create a stencil picture using a simple design and a few colours. • Create a shadow or 3D effect using a darker colour with the stencil.	graffiti polarises historians ancient civilisations tag 'throw up' highlights shadows decoration distort commission uneven surfaces political message satire valuable
Beech – Spring 1 **Express Yourself**	To learn how to express themselves through exploring how to show emotions having looked closely at body language. They will make use of the work of Keith Haring (street artist) exploring how lines and lettering are used. The final piece will be a wire stick man showing a specifically selected emotion.	• To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and <u>sculpture</u> with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. (Picasso, Kandinsky and Keith Haring)	<u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) – colour to express feelings <u>Form</u> (3D work, clay, dough, boxes, <u>wire</u>, paper sculpture, mod roc) – shape, form, model and join -Discuss and evaluate own work and that of other sculptors	• Observe and draw different facial expressions • Create wire models to express body language • Lines are used in designs to convey different ideas and concepts e.g. stability. • Explore the work of Keith Haring – street artist – how he uses lines • Explore micrography – to use lines and font to create artwork which expresses personality – producing a calligram picture • Explore how artists use colour in their art	personality emotions body language animating stick figure positioning posture graphology 'blue period' Picasso representation proportions grid

				e.g. Picasso, Kandinsky, Munch • Study the artwork of Chuck Close – using fingerprints to create a picture. • Make use of a grid over a picture/photo to help sketch out a portrait.	
Beech – Summer 1 **Sculpting Vases**	They will explore a range of historical vases. Having built upon earlier skills of using clay they will produce a clay vase showing a range of decorations and embellishments. Together they will evaluate their own pot and that of their class.	• To improve their mastery of art and design techniques, including drawing, painting and <u>sculpture</u> with a range of materials [for example, pencil, charcoal, paint, <u>clay</u>]	<u>Form</u> (3D work, <u>clay</u>, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join. -observation and imagination -discuss and evaluate own work and that of other sculptors.	• Explore historical vase designs – know the parts of a vase (lip, neck, body, foot) • Practise techniques using plasticine – joining sides, making a bowl, plait decorations, imprinted decorations, adding embellishments. • Make clay vase using a pinch pot. • Evaluate the finished product	historical container vase lacquer pitcher inspiration embellishment plait decoration

YEAR B (2023-2024)

Subject - ART LEARNING SEQUENCE • EHCP & SEND Support refer to IEPs for the individual children. • Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria. • Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.				
<u>EYFS Personal, Social and Emotional Development</u>	<u>Communication and Language</u> • Listen attentively and respond to what they hear with relevant questions during whole class discussions.	<u>Personal Development</u> • Hold a pencil effectively – using the tripod grip • Use a range of small tools, including scissors, paint brushes	<u>Understanding the World</u> • Explore the natural world around them, making observations and drawing pictures of animals and plants	<u>Expressive Arts and Design</u> • Safely use and explore a variety of materials, tools and techniques,

• Show an understanding of their own feelings and those of others • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others' needs	• Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences.	• Begin to show accuracy and care when drawing.			experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
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Willows – Spring 2 **Earth Art**	Earth Art is designed to enable children to create unique artwork using natural materials using rocks, leaves, twigs and acorns found on the playground offering a range of imaginative and artistic experiences. The children will make pet	• To use a range of materials creatively to design and make products. • To use painting and sculpture and share ideas, experiences and imagination. • To develop a wide range of art techniques in using	Texture (textiles, clay, sand, plaster, stone) – weaving and collage Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose	• To use a range of natural materials • Understand that painted images can be used to tell stories. • Make a simple sculpture • Understand that different surfaces can	abstract pattern Rangoli natural patterns weave loom mandala colour symmetrical collage

	rocks using different size rocks, stick sculptures using sticks and twigs, leaf animals using fallen leaves.	colour, pattern, texture, line, shape, form and space.		be used to create an image.	
Willows – Summer 1 **Animal Art**	The children will be introduced to observational drawings ensuring that it is as life-like as possible. They will be taught to look at what shapes and lines there are, and how they connect wit each other. As part of this unit they will look at both British wildlife and animals found in the wider world.	• To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, line, shape and form.	Drawing (pencil, charcoal, inks, chalk, pastels, ICTs software) – use 2d shapes and lines to draw animals Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals. Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – cut and snip paper to make a finger puppet and 3D animal	• Create an observational drawing of an animal looking at shapes and lines. • Make African animal finger puppets through folding and snipping paper • Exploring and creating animal patterns • Create animal art in the style of Aboriginal dot art • Create a 3D artwork of a rainforest animal Using paint create animal artwork.	observational shapes lines connect animal puppet binoculars snip cut edge trim pattern silhouette dot painting
Maple – Autumn 1 **Self Portraits**	Self-portraits is designed to enable children to look at a range of well-known portraits understanding that they are not just paintings. They will use clay to make their own portrait.	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) use different types of pencil – understand the lettering on pencils Demonstrate experience in different grades of pencil. Painting (pencil, charcoal, inks, chalk, pastels, ICT	• To investigate a range of self-portraits • To know what a self-portrait it • Use collage to make a self-portrait • Investigate different kinds of sketching pencils • Investigate different types of paint • Create a wash of colour • Creating bright and pale colours • Using shapes to draw a face	portrait self-portrait artist themselves collage materials paint photograph sculpture mixed media sketching pencils acrylic powder paint watercolours wash drab dab

			software) – make bright and pale colours. Create a wash		finger paint
Maple – Spring 1 Vincent Van Gogh	To build their knowledge of Vincent Van Gogh knowing that he was a post-impressionist painter along with Henri Rousseau and Cezanne. They will create their own version of a sunflower showing the skills of being able to shade and tint. They will finish with a self portrait making use of midtones which will be displayed as a gallery.	• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Vincent Van Gogh)	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) – discuss use of tint and shade -sketch to make quick records -initial sketches as a preparation for painting -accurate drawings of people – particularly faces. Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour mixing and matching – tint, tone and shade.	• To use lines to create depth and texture • To learn about Vincent Van Gogh • Length, width, direction and shape of lines given detail • Know that Van Gogh used thickly textured paint • Use shades and tints to paint grass • Use colours and lines to create shades and tints • Adding white to a colour creates a tint • Adding black to a colour creates a shade • Paint a sunflower using tints and shade • Use lines to create movement • How are sketches and paintings similar and different?	depth texture oil paints acrylics shade tint post-impressionist pointillism shimmering convey identical perspective sketches portrait self-portrait emotion portray midtones

Maple – Summer 1 **Super Sculptures**	Children will explore a range of sculptors so that they can build the skills to produce a kinetic hanging mobile which moves in wind. These will be displayed in the classroom windows and evaluated.	• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Anthony Gormley and Barbara Hepworth)	<u>Form</u> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – awareness of natural and man-made forms. -Shape, form, model and construct (malleable and rigid materials) -Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction	• Use simple shapes to make sculptures of the human form. • Use a tangram to make a human form • Create a kinetic hanging mobile that moves by the wind	human form tanaram mannequin cylinder cube cuboid bronze wood stone plaster volcanic rock colour shape mobiles kinetic balance glass kiln furnace molten substances
Sycamore – Autumn 1 **Seurat & Pointellism**	To explore the work of Seurat and how the neo-impressionism approach to painting developed. They will learn how to create light and dark through the placement of dots making use of complementary colours.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making	<u>Drawing</u> (pencil, charcoal, inks, chalk, pastels, ICT software) – discuss use of shadows, use of light and dark. <u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) – darken colours without using black. -Using colour on a large scale. -Colour mixing -Make colour wheels -Introduce different types of brushes - techniques – apply colour using dotting.	• Explore the works of Seurat. • Dots of pure colour are used to create a pointillism picture • Create a pointillism picture using cotton buds. • Create primary, secondary and tertiary colour wheels • Create shade through putting dots closer together • Create light through spacing dots out	impressionism Pointellism meticulous optical mixing complementary colours primary secondary tertiary light and shade Neo-impressionists

		links to their own work. (Seurat and Pointellism)		• Create a final pointillism picture to display	
Sycamore – Spring 1 <u>**Recycled Art**</u>	The children are going to explore a range of recycled materials to produce some artwork. They will understand the term 'junk modelling' developing their skills of how to securely attach and join different materials. Having explored the materials they will create a simple animal sculpture using key joining techniques. The week will culminate in making a sculpture using a range of recycled materials developing an understanding of the importance of looking after our environment.	• To improve their mastery of art and design techniques, including drawing, painting and <u>sculpture</u> with a range of materials [for example, plastics, wood, cardboard) • About great artists, architects and designers in history (Michael Leavitt)	<u>Form</u> - Plan and develop -Experience surface patterns / textures -Discuss own work and work of other sculptors –analyse and interpret natural and manmade forms of construction	• Know that recycled art uses anything that would be thrown away. • Explore different ways of joining materials. • Explore the texture and appearance of different recycled materials. • Use key joining techniques: flange, split pin, L-brace, slot, tabs, slot and tabs, hole punch and string, glue. • Explore the works of American artist Michael Leavitt making a layered cardboard sculpture	junk modelling properties appearance transparent opaque translucent flange layered environment
Sycamore – Summer 1 <u>**William Morris**</u>	The children will explore the work of William Morris understanding he established the 'arts and craft' movement producing wall paper and textiles. They will begin to appreciate the difference between something mass produced and something made by a craftsperson. They will produce a print inspired by William Morris.	• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, <u>craft makers and designers</u>, describing the differences and similarities between different practices and disciplines, and making links to their own work.(William Morris)	<u>Drawing</u> (pencil) - Identify and draw the effect of light – scale and proportion <u>Printing</u>- use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns -modify and adapt print <u>Pattern</u> – Explore environmental patterns	• Explore the similarities and differences in William Morris's designs • Produce a still life of an apple using a pencil using hatching and cross hatching to show light • Design a printing block inspired by William Morris using layered cardboard (as taught in Recycled Art unit)	Arts and craft movement textiles wallpaper design natural forms quantity quality craftsperson intricate still life observation patience hatching cross hatching continuous repeating pattern

					• Learn how to print with a printing block	
Beech – Autumn 1 **Chinese Art**	The children will explore themes, colours and styles of traditional Chinese Art building upon their previous knowledge of sculpting vases. The project will help them to develop their understanding and awareness of Chinese traditions through exploring dragons and having the opportunity to use calligraphy.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – explore the use of texture in colour -colour for purposes -colour to express feelings. Texture (textiles, clay, sand, plaster, stone) – develops experience in embellishing -applies knowledge of different techniques to express feelings. Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join -discuss and evaluate own work and that of other sculptors.	• Explore a range of artistic pieces showing traditional Chinese art work. • Explore the themes of dragons in Chinese art work • Understand that a traditional Chinese dragon is made up of 9 different animals • Make a dragon using salt dough • Find out about the Four Gentlemen (four plants used in traditional Chinese art) (Orchid, Bamboo, Chrysanthemum and Plum Blossom) – draw one of each. • Replicate Chinese calligraphy • Make clay warrior by carving and embellishment	dynasty Emperor revolution traditional distinct dragon dignity symbol artefacts linear rhythmic brushstrokes calligraphy Terracota Army archelogy
Beech – Spring 1 **Landscape Art**	The children will be exploring perspective in landscape art. They will understand how artists use the vanishing point and horizon lines to give perspective. They will explore other techniques including use of abstract art, atmospheric perspective and collage to enable them to produce	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Drawing (pencil)– scale and proportion Colour (paint, pencils) - colour mixing and matching; tint, tone, shade – observe colours – - colour to reflect mood	• Explore what landscape art is • To know that perspective is making 2D objects look as if they are 3D through using height, width, depth and position • To use the vanishing point and horizon line as a starting point for a landscape	perspective height width depth position vanishing point horizon line construction lines water colours semi-transparent palette gradient wash atmospheric

				Make use of construction lines; Experiment with watercolour techniques including a gradient wash; Use atmospheric and aerial perspective – items are less defined in the background; Tints and shades can be used to give atmospheric perspective – darker colours at the fore, shades lighter as go into background; Explore abstract art to create a landscape using pattern and colour; Use collage to create a landscape using torn paper.	aerial; less defined; abstract; colour; pattern
their own piece of landscape art.				• Make use of construction lines • Experiment with watercolour techniques including a gradient wash • Use atmospheric and aerial perspective – items are less defined in the background • Tints and shades can be used to give atmospheric perspective – darker colours at the fore, shades lighter as go into background • Explore abstract art to create a landscape using pattern and colour • Use collage to create a landscape using torn paper.	aerial less defined abstract colour pattern
Beech – Summer 1 **Gustav Klimt**	Compare Klimt's work to that of other artists who inspired him - Practise and develop sketching, painting and craft skills - Build on and improve their sketches and ideas - Discuss and plan how to use symbolic imagery in their own art work	• To improve their mastery of art and design techniques, including, drawing, painting and working with a range of materials. • About great artists – Kustav Klimt	Drawing (*pencil, charcoal, inks, chalk, pastels, ICT software)* Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece.	• Sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt. • Use of symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story. • Use gilding in a Klimt-inspired work of art or product. • Create natural textures such as	outline Symbolist Hyperrealism shading symbolic imagery frieze emulate illuminated gilding metallic textures natural personified collage

			Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their painting Colour (painting, ink, dye, textiles, pencils, crayon, pastels) 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 inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence	those in Klimt's landscape paintings. • Develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.	

			building on previous knowledge. Understanding which works well in their work and why. <u>Texture, pattern, colour, line and tone</u> Consider the use of colour for mood and atmosphere <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. Explore a range of great Artists, architects and designers in history		

YEAR C (2024-2025)

<table>
<tr><td colspan="5">Subject - ART LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.
• Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
• Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.</td></tr>
<tr>
<td><u>EYFS Personal, Social and Emotional Development</u></td>
<td><u>Communication and Language</u> • Listen attentively and respond to what they hear with relevant questions during whole class discussions.</td>
<td><u>Personal Development</u>
• Hold a pencil effectively – using the tripod grip
• Use a range of small tools, including scissors, paint brushes • Begin to</td>
<td><u>Understanding the World</u>
• Explore the natural world around them, making observations and drawing pictures of animals and plants</td>
<td><u>Expressive Arts and Design</u>
• Safely use and explore a variety of materials, tools and techniques,</td>
</tr>
</table>

• Show an understanding of their own feelings and those of others • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others' needs	• Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences.	show accuracy and care when drawing.			experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used
Year Group	**Rationale for Unit of Learning**	**Key Content from National Curriculum**	**Skills/Processes**	**Essential Knowledge**	**Vocabulary**
Willows – Autumn 1 Colour Creations	The children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian	• To use a range of materials creatively to design and make products • To develop a wide range of art techniques in using colour, pattern, line, shape, form and space. • • About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Kandinsky and Mondrian)	Painting (pencil, charcoal, inks, chalk, pastels, ICT software) Observe patterns Colour (painting, ink, dye, textiles, pencils, crayon, pastels) name all the colours − mixing of colours − Find collections of colour − applying colour with a range of tools	• Know the primary and secondary colours • Create light and dark shades of a colour • Create a monochrome picture by mixing shades of one colour. • •Evaluate the work stating what they think and feel about it.	monochrome shades primary secondary mixing interpretation style
Willows – Spring 2 Earth Art	Earth Art is designed to enable children to create unique artwork using natural materials using rocks, leaves, twigs and acorns found on the playground offering a range of imaginative and artistic experiences. The children will make pet	• To use a range of materials creatively to design and make products. • To use painting and sculpture and share ideas, experiences and imagination. • To develop a wide range of art techniques in using	Texture (textiles, clay, sand, plaster, stone) – weaving and collage Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose	• To use a range of natural materials • Understand that painted images can be used to tell stories. • Make a simple sculpture • Understand that different surfaces can	abstract pattern Rangoli natural patterns weave loom mandala colour symmetrical collage

	rocks using different size rocks, stick sculptures using sticks and twigs, leaf animals using fallen leaves.	colour, pattern, texture, line, shape, form and space.		be used to create an image.	
Willows – Summer 1 **Animal Art**	The children will be introduced to observational drawings ensuring that it is as life-like as possible. They will be taught to look at what shapes and lines there are, and how they connect wit each other. As part of this unit they will look at both British wildlife and animals found in the wider world.	• To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, line, shape and form.	Drawing (pencil, charcoal, inks, chalk, pastels, ICTs software) – use 2d shapes and lines to draw animals Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals. Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – cut and snip paper to make a finger puppet and 3D animal	• Create an observational drawing of an animal looking at shapes and lines. • Make African animal finger puppets through folding and snipping paper • Exploring and creating animal patterns • Create animal art in the style of Aboriginal dot art • Create a 3D artwork of a rainforest animal Using paint create animal artwork.	observational shapes lines connect animal puppet binoculars snip cut edge trim pattern silhouette dot painting
Maple – Autumn 1 **Henri Rousseau**	Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau. They will learn that Rousseau was a self trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skill They will learn that Rousseau claims	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – begin to describe colours by objects -make as many tones of one colour as possible	• Know about the life of Henri Rousseau • Know the features of a Henri Rousseau picture: clear outlines, lush green plants in the background, pure simple colours in different shades, each leaf painted separately, animals in the foreground and huge over sized flowers. Produce a picture in the style of Rousseau.	self-portrait gallery/galleries none realistic dramatic critics childish landscape portrait landscape animals beasts imagination botanical gardens

	to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.				
Maple – Spring 1 **Giuseppe Arcimboldo**	Children to explore and learn about Arcimboldo's paintings and self-portraits. They will think about how his style changed and developed by completing fact sheets, as well as create their own self-portraits influenced by Arcimboldo's style. They will explore a range of his paintings creating their own sketches and paintings in his style. This builds upon their earlier work on self-portraits.	• To use a range of materials creatively to design and make products About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Colour – (painting, ink, dye, textiles, pencils, crayon, pastels) – begin to describe colours by objects. -Colour to reflect mood	• Explore the work of Arcimboldo • Create own self-portrait in style of Arcimboldo using water colours. • Use one colour when adding shade and shadow • Create a portrait using the elements: fire, water, air and earth • Create an animal of their choice using a variety of bird pictures finish with oil paints. • Use a selection of fruit and vegetables to make a portrait.	self-portrait stained glass window costume designer oil paints canvas fruit vegetables flowers seasons elements: fire, water, air, earth represents personalities oil paint pastel paint natural materials
Maple – Summer 1 **Indian Art**	Children will explore a range of Indian paintings and styles. They will initially look at the world famous Elephant Festival which is held usually before Holi discussing the patterns shown. They produce an Indian block print to display in their classroom.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals. -Explore environmental patterns Printing- use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns -modify and adapt print	• Explore the history and style of Indian art. • Understand that there are two genres of Indian painting: miniatures and murals • Make a 3D elephant reflecting the patterns used in the Elephant Festival • Explore and create Mehndi patterns. • Make a block stamp using cardboard and	different tradition culture belief miniatures murals patterns symmetry block printing

				string to produce a block print pattern • Explore and create Rangoli patterns	
Sycamore – Autumn 1 **Frieda Kahlo**	To explore the works of Frieda Kahlo especially her self-portraits and portraits. The children will analyse the paintings making links to her Mexican culture and heritage. They will produce a self-portrait which is in proportion.	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history (Frieda Kahlo)	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) – effect of light on objects and people from different directions. -interpret the texture of a surface -produce increasingly accurate drawings of people - concept of proportion and perspective. Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour for purposes -colour to express feelings.	• Learn about Frieda Kahlo and analyse some of her work • Draw a self-portrait know the key placement features to give proportion. • Understand that Frieda Kahlo was labelled as being part of the Surrelism movement but she disagreed with this. • Understand that Surrelism art is often unrealistic and dream like. • Paint a picture in the style of 'The Wounded Deer' selecting their own animal. • Paint a portrait of someone going through a specific point in their life.	easel traditional self-portraits identity proportional accurate rectangle quarters fifths halfway integrated indigenous heritage culture Surrelism dream automatism autobiographical
Sycamore – Spring 1 **Sonia Delaunay**	Introduce the children to one of the great female artists of the 20th century, Sonia Delaunay. They will find out about the artist's early life, who and what she was influenced by, and how she developed her own distinctive style of art. They will explore how Sonia Delaunay branched out into the fashion world,	About great artists – Sonia Delaunay • To improve their mastery of art techniques including painting and drawing.	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) close observation Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings	• Be familiar with the early work and life of Sonia Delaunay • Make links to the portraits of Rousseau and Van Gogh. • To learn about Orphism a form of abstract art • To learn about complementary and harmonious colours	Portraits Orphism patchwork quilt inspired complementary colours harmonious colours rhythm and movement curve observer costumes fabric designs

	and the legacy she left behind.		Begin to show consideration in the choice of pencil grade they use Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Use light and dark within painting and begin to explore complimentary and harmonious colours. Mix colour, shades and tones with increasing confidence	• How to create rhythm and movement in art work • Understand the influence and legacy of Sonia Delaunay	geometric shapes influence legacy colour illusions circle arc
Sycamore – Summer 1 Famous Buildings	This will introduce children to explore and examine buildings in a variety of architectural styles. They will have the opportunity to design a building, building upon the skills of sketching and annotating designs. Children will find out who Sir Christopher Wren was and discover his role as an architect. Children will explore the history, design and features of St Basil's Cathedral in Russia. They will study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork. Children will consider how and why	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	Form – (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – plan and develop -discuss own work and that of other architects. -shape, form, model and join.	• Name a range of famous buildings. • Explore architecture of Sir Christopher Wren • Use the 'back and forth' method when shading with a pencil • Explore design and pattern within St. Basils cathedral • Colour mixing for lighter/darker versions • Use tinting to make lighter versions of a colour • Explore the architecture of the Taj Mahal	design architect precise technical drawings aesthetics cathedral line colour decorative feature skyline hatching cross hatching scumbling stippling construction symmetrical tracing paper annotate sketch

	trends in architectural styles change over time. They will find out that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building			• Explore the architecture of the Sidney Opera House Sculpture is three dimensional	
Beech – Autumn 1 **Frieda Kahlo**	To explore the works of Frieda Kahlo especially her self-portraits and portraits. The children will analyse the paintings making links to her Mexican culture and heritage. They will produce a self-portrait which is in proportion.	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history (Frieda Kahlo)	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) – effect of light on objects and people from different directions. -interpret the texture of a surface -produce increasingly accurate drawings of people - concept of proportion and perspective. Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour for purposes -colour to express feelings.	• Learn about Frieda Kahlo and analyse some of her work • Draw a self-portrait know the key placement features to give proportion. • Understand that Frieda Kahlo was labelled as being part of the Surrelism movement but she disagreed with this. • Understand that Surrelism art is often unrealistic and dream like. • Paint a picture in the style of 'The Wounded Deer' selecting their own animal. Paint a portrait of someone going through a specific point in their life.	easel traditional self-portraits identity proportional accurate rectangle quarters fifths halfway integrated indigenous heritage culture Surrelism dream automatism autobiographical
Beech – Spring 1 **Express Yourself**	To learn how to express themselves through exploring how to show emotions having looked closely at body language.	• To create sketch books to record their observations and use them to review and revisit ideas.	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour to express feelings	• Observe and draw different facial expressions	personality emotions body language animating stick figure

	They will make use of the work of Keith Haring (street artist) exploring how lines and lettering are used. The final piece will be a wire stick man showing a specifically selected emotion.	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. (Picasso, Kandinsky and Keith Haring)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join -Discuss and evaluate own work and that of other sculptors	• Create wire models to express body language • Lines are used in designs to convey different ideas and concepts e.g. stability. • Explore the work of Keith Haring – street artist – how he uses lines • Explore micrography – to use lines and font to create artwork which expresses personality – producing a calligram picture • Explore how artists use colour in their art e.g. Picasso, Kandinsky, Munch • Study the artwork of Chuck Close – using fingerprints to create a picture. Make use of a grid over a picture/photo to help sketch out a portrait.	positioning posture graphology 'blue period' Picasso representation proportions grid
Beech – Summer 1 **Sculpting Vases**	They will explore a range of historical vases. Having built upon earlier skills of using clay they will produce a clay vase showing a range of decorations and embellishments. Together they will evaluate their own pot and that of their class.	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join. -observation and imagination -discuss and evaluate own work and that of other sculptors.	• Explore historical vase designs – know the parts of a vase (lip, neck, body, foot) • Practise techniques using plasticine – joining sides, making a bowl, plait decorations, imprinted	historical container vase lacquer pitcher inspiration embellishment plait decoration

| | | | | | decorations, adding embellishments. • Make clay vase using a pinch pot. Evaluate the finished product | |

YEAR D (2025-2026)

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• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
• Show sensitivity to their own and to others' needs</td>
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Listen attentively and respond to what they hear with relevant questions during whole class discussions.
• Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences.</td>
<td>Personal Development
• Hold a pencil effectively – using the tripod grip
• Use a range of small tools, including scissors, paint brushes • Begin to show accuracy and care when drawing.</td>
<td>Understanding the World
• Explore the natural world around them, making observations and drawing pictures of animals and plants</td>
<td>Expressive Arts and Design
• 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</td>
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<td>The children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about</td>
<td colspan="2">• To use a range of materials creatively to design and make products
• To develop a wide range of art techniques in using colour, pattern, line, shape, form and space.</td>
<td><u>Painting</u> (pencil, charcoal, inks, chalk, pastels, ICT software) Observe patterns

<u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) name all the</td>
<td>• Know the primary and secondary colours
• Create light and dark shades of a colour
• Create a monochrome picture</td>
<td>monochrome
shades
primary
secondary
mixing
interpretation
style</td>
</tr>
</table>

	primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian	• • About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Kandinsky and Mondrian)	colours − mixing of colours − Find collections of colour − applying colour with a range of tools	by mixing shades of one colour. • •Evaluate the work stating what they think and feel about it.	
Willows – Spring 2 Earth Art	Earth Art is designed to enable children to create unique artwork using natural materials using rocks, leaves, twigs and acorns found on the playground offering a range of imaginative and artistic experiences. The children will make pet rocks using different size rocks, stick sculptures using sticks and twigs, leaf animals using fallen leaves.	• To use a range of materials creatively to design and make products. • To use painting and sculpture and share ideas, experiences and imagination. • To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.	Texture (textiles, clay, sand, plaster, stone) – weaving and collage Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose	• To use a range of natural materials • Understand that painted images can be used to tell stories. • Make a simple sculpture • Understand that different surfaces can be used to create an image.	abstract pattern Rangoli natural patterns weave loom mandala colour symmetrical collage
Willows – Summer 1 **Animal Art**	The children will be introduced to observational drawings ensuring that it is as life-like as possible. They will be taught to look at what shapes and lines there are, and how they connect wit each other. As part of this unit they will look at both British wildlife and animals found in the wider world.	• To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, line, shape and form.	Drawing (pencil, charcoal, inks, chalk, pastels, ICTs software) – use 2d shapes and lines to draw animals Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals. Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – cut and snip paper to make a finger puppet and 3D animal	• Create an observational drawing of an animal looking at shapes and lines. • Make African animal finger puppets through folding and snipping paper • Exploring and creating animal patterns • Create animal art in the style of Aboriginal dot art • Create a 3D artwork of a rainforest animal	observational shapes lines connect animal puppet binoculars snip cut edge trim pattern silhouette dot painting

				Using paint create animal artwork.	
Maple – Autumn 1 **Self-Portrait**	Self-portraits is designed to enable children to look at a range of well-known portraits understanding that they are not just paintings. They will use clay to make their own portrait.	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) use different types of pencil – understand the lettering on pencils Demonstrate experience in different grades of pencil. Painting (pencil, charcoal, inks, chalk, pastels, ICT software) – make bright and pale colours. Create a wash	• To investigate a range of self-portraits • To know what a self-portrait it • Use collage to make a self-portrait • Investigate different kinds of sketching pencils • Investigate different types of paint • Create a wash of colour • Creating bright and pale colours • Using shapes to draw a face	portrait self-portrait artist themselves collage materials paint photograph sculpture mixed media sketching pencils acrylic powder paint watercolours wash drab dab finger paint
Maple – Spring 1 **Super Sculptures**	Children will explore a range of sculptors so that they can build the skills to produce a kinetic hanging mobile which moves in wind. These will be displayed in the classroom windows and evaluated.	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Anthony Gormley and Barbara Hepworth)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – awareness of natural and man-made forms. -Shape, form, model and construct (malleable and rigid materials) -Discuss own work and work of other sculptors - analyse and interpret natural and manmade forms of construction	• Use simple shapes to make sculptures of the human form. • Use a tangram to make a human form Create a kinetic hanging mobile that moves by the wind	human form tangram mannequin cylinder cube cuboid bronze wood stone plaster volcanic rock colour shape mobiles kinetic balance glass kiln

					furnace molten substances
Maple – Summer 1 **Yayoi Kusama**	The children will explore the fascinating world of Yayoi Kusama developing a range of techniques for creating polka dots. They will build upon the skills of stippling, circling, blotting, stroking, dabbing and twisting.	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Yayoi Kusama) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Colour (painting, ink, dye, textiles, pencils, crayon, pastels - techniques- apply colour using dotting, scratching, splashing Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) - to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form -work and that of other sculptors Printing (found materials, fruit/veg, wood blocks, press print, lino, string) – print with a growing range of objects -print patterns	• To explore the works and life of Yayoi Kusama • Experiment with different techniques to create polka dots – stippling, circling, blotting, stroking, dabbing and twisting. • Print, use collage and chalk to create a work showing the differing techniques. • Learn that collage is the technique of sticking paper, photographs and fabric to a surface to create a piece of artwork. • Create a sculpture from clay using the rolling method.	Japan dots polka dots gallery plaque
Sycamore – Autumn 1 **Seurat & Pointellism**	To explore the work of Seurat and how the neo-impressionism approach to painting developed making connections to the works of Yayoi Kusama. They will learn how to create light and dark through the placement of dots making use of complementary colours.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) – discuss use of shadows, use of light and dark. Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – darken colours without using black. -Using colour on a large scale.	• Explore the works of Seurat. • Dots of pure colour are used to create a pointillism picture • Create a pointillism picture using cotton buds. • Create primary, secondary and tertiary colour wheels	impressionism Pointellism meticulous optical mixing complementary colours primary secondary tertiary light and shade Neo-impressionists

		• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Seurat and Pointellism)	-Colour mixing -Make colour wheels -Introduce different types of brushes - techniques – apply colour using dotting.	• Create shade through putting dots closer together • Create light through spacing dots out • Create a final pointillism picture to display	
Sycamore – Spring 1 William Morris	The children will explore the work of William Morris understanding he established the 'arts and craft' movement producing wall paper and textiles. They will begin to appreciate the difference between something mass produced and something made by a craftsperson. They will produce a print inspired by William Morris.	• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, <u>craft makers and designers</u>, describing the differences and similarities between different practices and disciplines, and making links to their own work.(William Morris)	Drawing (pencil) - Identify and draw the effect of light – scale and proportion Printing- use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns -modify and adapt print Pattern – Explore environmental patterns	• Explore the similarities and differences in William Morris's designs • Produce a still life of an apple using a pencil using hatching and cross hatching to show light • Design a printing block inspired by William Morris using layered cardboard (as taught in Recycled Art unit) Learn how to print with a printing block	Arts and craft movement textiles wallpaper design natural forms quantity quality craftsperson intricate still life observation patience hatching cross hatching continuous repeating pattern
Sycamore – Summer 1 Plant Art	To review the works of artists previously taught to compare to one another. To use the key skills of creating tints, shades and tones to produce high quality botanical paintings. Children will be encouraged to give a differing perspective on a piece of artwork, including those of other children.	• To create sketch books to record their observations and use them to review and revisit ideas (– record tones, tints and shades) • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,	Drawing (pencil, charcoal, inks, chalk, pastels) -initial sketches as a preparation for painting Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour mixing and matching; tint, tone, shade. -Observe colours -Colour to reflect mood	• Explore the work of a range of artists (Rousseau, Arcimboldo, Monet…) selecting and justifying reasons for choice. • Paint a botanical illustration using CAP (constant observation,	realistic reasoning symmetrical accurate impressionist strong outlines intense colours contrast foreground installation observational botanical illustrations

		pencil, charcoal, paint, clay] about great artists, architects and <u>designers</u> in history	<u>Form</u> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join.	attention to detail and patience). • Create tints, shades and tones of colour • Add white to a colour to create a tint. • Add black to a colour to create a shade • Add black and white to a colour to create a tone. • To develop printing skills exploring Orla Kiely designs • Know that hue is another word for colour • Make a leaf print design in the style of Orla Kiely. • To create depth in a piece of artwork • To use the 'V and Y' method to paint a tree • To create a sculpture using clay – a flower bowl Know that slip is made from water and clay	scientific tone tint shade form hue depth clay decorative functional slip template
<u>Beech – Autumn 1</u> **<u>Chinese Art</u>**	The children will explore themes, colours and styles of traditional Chinese Art building upon their previous knowledge of sculpting vases. The project will help them to develop their understanding and awareness of Chinese traditions through exploring dragons and having the	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels) – explore the use of texture in colour -colour for purposes -colour to express feelings. <u>Texture</u> (textiles, clay, sand, plaster, stone) – develops experience in embellishing	• Explore a range of artistic pieces showing traditional Chinese art work. • Explore the themes of dragons in Chinese art work • Understand that a traditional Chinese dragon is made up of 9 different animals	dynasty Emperor revolution traditional distinct dragon dignity symbol artefacts linear rhythmic brushstrokes calligraphy

			-applies knowledge of different techniques to express feelings. Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join -discuss and evaluate own work and that of other sculptors.	• Make a dragon using salt dough • Find out about the Four Gentlemen (four plants used in traditional Chinese art) (Orchid, Bamboo, Chrysanthemum and Plum Blossom) – draw one of each. • Replicate Chinese calligraphy Make clay warrior by carving and embellishment	Terracota Army archelogy
Beech – Spring 1 **Gustav Klimt**	Compare Klimt's work to that of other artists who inspired him - Practise and develop sketching, painting and craft skills - Build on and improve their sketches and ideas - Discuss and plan how to use symbolic imagery in their own art work	• To improve their mastery of art and design techniques, including, drawing, painting and working with a range of materials. About great artists – Kustav Klimt	Drawing (*pencil, charcoal, inks, chalk, pastels, ICT software*) Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.	• Sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt. • Use of symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story. • Use gilding in a Klimt-inspired work of art or product. • Create natural textures such as those in Klimt's landscape paintings. Develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.	outline Symbolist Hyperrealism shading symbolic imagery frieze emulate illuminated gilding metallic textures natural personified collage

			Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their painting Colour (painting, ink, dye, textiles, pencils, crayon, pastels) 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 inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Texture, pattern, colour, line and tone		

			Consider the use of colour for mood and atmosphere Responding to art 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, architects and designers in history		
Beech – Summer 1 **Landscape Art**	The children will be exploring perspective in landscape art. They will understand how artists use the vanishing point and horizon lines to give perspective. They will explore other techniques including use of abstract art, atmospheric perspective and collage to enable them to produce their own piece of landscape art.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Drawing (pencil)– scale and proportion Colour (paint, pencils) - colour mixing and matching; tint, tone, shade – observe colours – - colour to reflect mood	• Explore what landscape art is • To know that perspective is making 2D objects look as if they are 3D through using height, width, depth and position • To use the vanishing point and horizon line as a starting point for a landscape • Make use of construction lines • Experiment with watercolour techniques including a gradient wash • Use atmospheric and aerial perspective – items are less defined in the background	perspective height width depth position vanishing point horizon line construction lines water colours semi-transparent palette gradient wash atmospheric aerial less defined abstract colour pattern

				• Tints and shades can be used to give atmospheric perspective – darker colours at the fore, shades lighter as go into background • Explore abstract art to create a landscape using pattern and colour Use collage to create a landscape using torn paper.	

YEAR E (2026-2027)

Subject - ART LEARNING SEQUENCE
• EHCP & SEND Support refer to IEPs for the individual children. • Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria. • Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Personal, Social and Emotional Development	Communication and Language	Personal Development	Understanding the World	Expressive Arts and Design
• Show an understanding of their own feelings and those of others • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others' needs	• Listen attentively and respond to what they hear with relevant questions during whole class discussions. • Participate in discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences.	• Hold a pencil effectively – using the tripod grip • Use a range of small tools, including scissors, paint brushes • Begin to show accuracy and care when drawing.	• Explore the natural world around them, making observations and drawing pictures of animals and plants	• 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

Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
Willows – Autumn 1 **Colour Creations**	The children will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian	• To use a range of materials creatively to design and make products • To develop a wide range of art techniques in using colour, pattern, line, shape, form and space. • • About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Kandinsky and Mondrian)	Painting (pencil, charcoal, inks, chalk, pastels, ICT software) Observe patterns Colour (painting, ink, dye, textiles, pencils, crayon, pastels) name all the colours − mixing of colours − Find collections of colour − applying colour with a range of tools	• Know the primary and secondary colours • Create light and dark shades of a colour • Create a monochrome picture by mixing shades of one colour. • •Evaluate the work stating what they think and feel about it.	monochrome shades primary secondary mixing interpretation style
Willows – Spring 2 Earth Art	Earth Art is designed to enable children to create unique artwork using natural materials using rocks, leaves, twigs and acorns found on the playground offering a range of imaginative and artistic experiences. The children will make pet rocks using different size rocks, stick sculptures using sticks and twigs, leaf animals using fallen leaves.	• To use a range of materials creatively to design and make products. • To use painting and sculpture and share ideas, experiences and imagination. • To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.	Texture (textiles, clay, sand, plaster, stone) – weaving and collage Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Use materials to make known objects for a purpose	• To use a range of natural materials • Understand that painted images can be used to tell stories. • Make a simple sculpture • Understand that different surfaces can be used to create an image.	abstract pattern Rangoli natural patterns weave loom mandala colour symmetrical collage
Willows – Summer 1 **Animal Art**	The children will be introduced to observational drawings ensuring that it is as life-like as possible. They will be taught to look at what shapes and lines there are, and how they connect wit each other. As	• To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,	Drawing (pencil, charcoal, inks, chalk, pastels, ICTs software) – use 2d shapes and lines to draw animals Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals.	• Create an observational drawing of an animal looking at shapes and lines. • Make African animal finger puppets	observational shapes lines connect animal puppet binoculars snip

	part of this unit they will look at both British wildlife and animals found in the wider world.	pattern, line, shape and form.	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – cut and snip paper to make a finger puppet and 3D animal	through folding and snipping paper • Exploring and creating animal patterns • Create animal art in the style of Aboriginal dot art • Create a 3D artwork of a rainforest animal Using paint create animal artwork.	cut edge trim pattern silhouette dot painting
Maple – Autumn 1 **Henri Rousseau**	Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau. They will learn that Rousseau was a self trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skill They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – begin to describe colours by objects -make as many tones of one colour as possible	• Know about the life of Henri Rousseau • Know the features of a Henri Rousseau picture: clear outlines, lush green plants in the background, pure simple colours in different shades, each leaf painted separately, animals in the foreground and huge over sized flowers. Produce a picture in the style of Rousseau.	self-portrait gallery/galleries none realistic dramatic critics childish landscape portrait landscape animals beasts imagination botanical gardens
Maple – Spring 1 **Giuseppe Arcimboldo**	Children to explore and learn about Arcimboldo's paintings and self-portraits. They will think about how his style changed and developed by completing fact sheets, as well as	• To use a range of materials creatively to design and make products About the work of a range of artists, craft makers and designers, describing the	Colour – (painting, ink, dye, textiles, pencils, crayon, pastels) – begin to describe colours by objects. -Colour to reflect mood	• Explore the work of Arcimboldo • Create own self-portrait in style of Arcimboldo using water colours.	self-portrait stained glass window costume designer oil paints canvas fruit vegetables

	create their own self-portraits influenced by Arcimboldo's style. They will explore a range of his paintings creating their own sketches and paintings in his style. This builds upon their earlier work on self-portraits.	differences and similarities between different practices and disciplines, and making links to their own work.		• Use one colour when adding shade and shadow • Create a portrait using the elements: fire, water, air and earth • Create an animal of their choice using a variety of bird pictures finish with oil paints. Use a selection of fruit and vegetables to make a portrait.	flowers seasons elements: fire, water, air, earth represents personalities oil paint pastel paint natural materials
Maple – Summer 1 **Indian Art**	Children will explore a range of Indian paintings and styles. They will initially look at the world famous Elephant Festival which is held usually before Holi discussing the patterns shown. They produce an Indian block print to display in their classroom.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pattern (paint, pencil, textiles, clay, printing) explore pattern on animals. -Explore environmental patterns Printing- use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns -modify and adapt print	• Explore the history and style of Indian art. • Understand that there are two genres of Indian painting: miniatures and murals • Make a 3D elephant reflecting the patterns used in the Elephant Festival • Explore and create Mehndi patterns. • Make a block stamp using cardboard and string to produce a block print pattern Explore and create Rangoli patterns	different tradition culture belief miniatures murals patterns symmetry block printing
Sycamore – Autumn 1 **Recycled Art**	The children are going to explore a range of recycled materials to produce some artwork. They will understand the term 'junk modelling' developing their skills of how to securely	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Form - Plan and develop -Experience surface patterns / textures -Discuss own work and work of other sculptors –analyse and interpret	• Know that recycled art uses anything that would be thrown away. • Explore different ways of joining materials.	junk modelling properties appearance transparent opaque translucent flange

	attach and join different materials. Having explored the materials they will create a simple animal sculpture using key joining techniques. The week will culminate in making a sculpture using a range of recycled materials developing an understanding of the importance of looking after our environment.	[for example, plastics, wood, cardboard) • About great artists, architects and designers in history (Michael Leavitt)	natural and manmade forms of construction	• Explore the texture and appearance of different recycled materials. • Use key joining techniques: flange, split pin, L-brace, slot, tabs, slot and tabs, hole punch and string, glue. • Explore the works of American artist Michael Leavitt making a layered cardboard sculpture	layered environment
Sycamore – Spring 1 **Sonia Delaunay**	Introduce the children to one of the great female artists of the 20th century, Sonia Delaunay. They will find out about the artist's early life, who and what she was influenced by, and how she developed her own distinctive style of art. They will explore how Sonia Delaunay branched out into the fashion world, and the legacy she left behind.	About great artists – Sonia Delaunay • To improve their mastery of art techniques including painting and drawing.	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) close observation Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Become increasingly confident in creating different effects and textures with paint according to what they need for the task.	• Be familiar with the early work and life of Sonia Delaunay • Make links to the portraits of Rousseau and Van Gogh. • To learn about Orphism a form of abstract art • To learn about complementary and harmonious colours • How to create rhythm and movement in art work • Understand the influence and legacy of Sonia Delaunay	Portraits Orphism patchwork quilt inspired complementary colours harmonious colours rhythm and movement curve observer costumes fabric designs geometric shapes influence legacy colour illusions circle arc

			Use light and dark within painting and begin to explore complimentary and harmonious colours. Mix colour, shades and tones with increasing confidence		
Sycamore – Summer 1 **Famous Buildings**	This will introduce children to explore and examine buildings in a variety of architectural styles. They will have the opportunity to design a building, building upon the skills of sketching and annotating designs. Children will find out who Sir Christopher Wren was and discover his role as an architect. Children will explore the history, design and features of St Basil's Cathedral in Russia. They will study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork. Children will consider how and why trends in architectural styles change over time. They will find out that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	Form – (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – plan and develop -discuss own work and that of other architects. -shape, form, model and join.	• Name a range of famous buildings. • Explore architecture of Sir Christopher Wren • Use the 'back and forth' method when shading with a pencil • Explore design and pattern within St. Basils cathedral • Colour mixing for lighter/darker versions • Use tinting to make lighter versions of a colour • Explore the architecture of the Taj Mahal • Explore the architecture of the Sidney Opera House Sculpture is three dimensional	design architect precise technical drawings aesthetics cathedral line colour decorative feature skyline hatching cross hatching scumbling stippling construction symmetrical tracing paper annotate sketch
Beech – Autumn 1 **Frieda Kahlo**	To explore the works of Frieda Kahlo especially her self-portraits and portraits. The children will analyse	• to improve their mastery of art and design techniques, including	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) – effect of light on	• Learn about Frieda Kahlo and analyse some of her work	easel traditional self-portraits identity

	the paintings making links to her Mexican culture and heritage. They will produce a self-portrait which is in proportion.	drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history (Frieda Kahlo)	objects and people from different directions. -interpret the texture of a surface -produce increasingly accurate drawings of people - concept of proportion and perspective. Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour for purposes -colour to express feelings.	• Draw a self-portrait know the key placement features to give proportion. • Understand that Frieda Kahlo was labelled as being part of the Surrelism movement but she disagreed with this. • Understand that Surrelism art is often unrealistic and dream like. • Paint a picture in the style of 'The Wounded Deer' selecting their own animal. • Paint a portrait of someone going through a specific point in their life.	proportional accurate rectangle quarters fifths halfway integrated indigenous heritage culture Surrelism dream automatism autobiographical
Beech – Spring 1 **Express Yourself**	To learn how to express themselves through exploring how to show emotions having looked closely at body language. They will make use of the work of Keith Haring (street artist) exploring how lines and lettering are used. The final piece will be a wire stick man showing a specifically selected emotion.	• To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. (Picasso, Kandinsky and Keith Haring)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – colour to express feelings Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join -Discuss and evaluate own work and that of other sculptors	• Observe and draw different facial expressions • Create wire models to express body language • Lines are used in designs to convey different ideas and concepts e.g. stability. • Explore the work of Keith Haring – street artist – how he uses lines • Explore micrography – to use lines and font to create artwork which expresses	personality emotions body language animating stick figure positioning posture graphology 'blue period' Picasso representation proportions grid

| | | | | personality – producing a calligram picture
• Explore how artists use colour in their art e.g. Picasso, Kandinsky, Munch
• Study the artwork of Chuck Close – using fingerprints to create a picture.
Make use of a grid over a picture/photo to help sketch out a portrait. | |
| **Beech – Summer 1
Sculpting Vases** | They will explore a range of historical vases. Having built upon earlier skills of using clay they will produce a clay vase showing a range of decorations and embellishments. Together they will evaluate their own pot and that of their class. | • To improve their mastery of art and design techniques, including drawing, painting and <u>sculpture</u> with a range of materials [for example, pencil, charcoal, paint, <u>clay]</u> | <u>Form</u> (3D work, <u>clay</u>, dough, boxes, wire, paper sculpture, mod roc) – shape, form, model and join.
-observation and imagination
-discuss and evaluate own work and that of other sculptors. | • Explore historical vase designs – know the parts of a vase (lip, neck, body, foot)
• Practise techniques using plasticine – joining sides, making a bowl, plait decorations, imprinted decorations, adding embellishments.
• Make clay vase using a pinch pot.
Evaluate the finished product | historical
container
vase
lacquer
pitcher
inspiration
embellishment
plait
decoration |