

### 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<br>and Emotional<br>Development<br>• Show an understanding<br>of their own feelings and<br>those of others<br>• Give focused attention to<br>what the teacher says,<br>responding appropriately<br>even when engaged in<br>activity, and show an<br>ability to follow instructions<br>involving several ideas or<br>actions.<br>• Show sensitivity to their<br>own and to others' needs | Communication and Language •<br>Listen attentively and respond to<br>what they hear with relevant<br>questions during whole class<br>discussions.<br>• Participate in discussions,<br>offering their own ideas, using<br>recently introduced vocabulary. •<br>Express their ideas and feelings<br>about their experiences using full<br>sentences. |  | <ul> <li>Personal Development</li> <li>Hold a pencil effectively – using the tripod grip</li> <li>Use a range of small tools, including scissors, paint brushes</li> <li>Begin to show accuracy and care when drawing.</li> </ul>                                   |  | Understanding the World<br>• Explore the natural world<br>around them, making<br>observations and drawing<br>pictures of animals and plants |   | Expressive Arts and<br><u>Design</u><br>• Safely use and explore a<br>variety of materials, tools<br>and techniques,<br>experimenting with colour,<br>design, texture, form and<br>function<br>• Share their creations,<br>explaining the process<br>they have used |
|---|--|--|---|--|---|---|---|
| own and to others' needs Year Group Willows – Autumn 1 Self-Portrait  | Rationale for Unit of<br>Learning<br>Self-portraits is designed<br>to enable children to look<br>at a range of well-known<br>portraits understanding<br>that they are not just<br>paintings. They will use<br>clay to make their own<br>portrait.  | <ul> <li>Nation</li> <li>to o paid to o the explicit of the explicit o</li></ul> | content from<br>nal Curriculum<br>use drawing,<br>inting and sculpture<br>develop and share<br>sir ideas,<br>beriences and<br>agination<br>but the work of a<br>nge of artists, craft<br>skers and designers,<br>scribing the<br>ferences and<br>nilarities between | Skills/Processes<br><u>Form</u> (3D work, cla<br>dough, boxes, wire<br>sculpture, mod roc<br>materials to make l<br>objects for a purpo<br><u>Drawing</u> (pencil, ch<br>inks, chalk, pastels<br>software) use differ<br>types of pencil –<br>understand the lett<br>pencils | , paper<br>) Use<br>known<br>se<br>narcoal,<br>, ICT<br>rent  | <ul> <li>Essential Knowledge</li> <li>To investigate a range of self-portraits</li> <li>To know what a self-portrait it</li> <li>Use collage to make a self-portrait</li> <li>Investigate different kinds of sketching pencils</li> <li>Investigate different types of paint</li> </ul> | Vocabulary<br>portrait<br>self-portrait<br>artist<br>themselves<br>collage<br>materials<br>paint<br>photograph<br>sculpture<br>mixed media<br>sketching<br>pencils  |

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

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

|                                 | nd self-portraits. design and ma                                |  |   | costume designer            |
|---------------------------------|---|--|---|-----------------------------|
| I hey will th<br>his style ch   | hink about how products<br>anged and • About the work           | colours by object<br>k of a -Colour to reflect |   | oil paints<br>canvas        |
|                                 | by completing range of artists                                  |  | mood Arcimboldo using water colours.    | fruit                       |
| fact sheets                     |   |  | Use one colour when                     | vegetables                  |
| create their                    | ,   |  | adding shade and                        | flowers                     |
|                                 | fluenced by differences an                                      |  | shadow                                  | seasons                     |
|                                 | o's style. They similarities bet                                |  | Create a portrait                       | elements: fire, water, air, |
|                                 | a range of his different practi                                 | ices and                                       | using the elements:                     | earth                       |
|                                 | reating their disciplines, an                                   | d making                                       | fire, water, air and                    | represents                  |
| own sketch                      |   | wn work.                                       | earth                                   | personalities               |
|                                 | n his style. This   |  | <ul> <li>Create an animal of</li> </ul> | oil paint                   |
|                                 | n their earlier   |  | their choice using a                    | pastel paint                |
| work on se                      | it-portraits.   |  | variety of bird                         | natural materials           |
|                                 |   |  | pictures finish with                    |                             |
|                                 |   |  | oil paints.                             |                             |
|                                 |   |  | Use a selection of                      |                             |
|                                 |   |  | fruit and vegetables                    |                             |
| Sycomoro Autumn 1 Thio will inf | roduce children • to improve the                                | ir mastery Form – (3D work                     | to make a portrait.                     | design                      |
|                                 | roduce children • to improve the<br>and examine of art and desi |  |   | architect                   |
|                                 | a variety of techniques, inc                                    |  |   | precise                     |
|                                 | al styles. They drawing, paint                                  |  | of Sir Christopher                      | technical drawings          |
|                                 | e opportunity to sculpture with                                 | 5  |   | aesthetics                  |
|                                 | uilding, building materials [for e                              |  |   | cathedral                   |
|                                 | kills of sketching pencil, charcoa                              |  | odel and forth' method when             | line                        |
|                                 | ting designs. clay]   | join.  | shading with a pencil                   | colour                      |
|                                 | ill find out who • about great ar                               |  | Explore design and                      | decorative feature          |
|                                 | oher Wren was architects and                                    | designers                                      | pattern within St.                      | skyline                     |
|                                 | er his role as an in history                                    |  | Basils cathedral                        | hatching                    |
| architect. C                    |   |  | Colour mixing for                       | cross hatching<br>scumbling |
|                                 | e history, design<br>es of St Basil's                           |  | lighter/darker                          | stippling                   |
|                                 | n Russia. They  |  | versions                                | construction                |
|                                 | ictures of the  |  | Use tinting to make                     | symmetrical                 |
|                                 | before looking at   |  | lighter versions of a colour            | tracing paper               |
| different me                    |   |  | Explore the                             | annotate sketch             |
| techniques                      | they can use to   |  | • Explore the architecture of the       |                             |
|                                 | e cathedral in  |  | Taj Mahal                               |                             |
|                                 | rtwork. Children  |  | • Explore the                           |                             |
|                                 | er how and why  |  | architecture of the                     |                             |
| trends in ar                    | rchitectural  |  | Sidney Opera House                      |                             |

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

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

|                                     |  |   |   | <ul> <li>e.g. Picasso,<br/>Kandinsky, Munch</li> <li>Study the artwork of<br/>Chuck Close – using<br/>fingerprints to create<br/>a picture.</li> <li>Make use of a grid<br/>over a picture/photo<br/>to help sketch out a<br/>portrait.</li> </ul>  |  |
|-------------------------------------|--|---|---|---|--|
| Beech – Summer 1<br>Sculpting Vases | They will explore a range<br>of historical vases. Having<br>built upon earlier skills of<br>using clay they will<br>produce a clay vase<br>showing a range of<br>decorations and<br>embellishments. Together<br>they will evaluate their own<br>pot and that of their class. | <ul> <li>To improve their<br/>mastery of art and<br/>design techniques,<br/>including drawing,<br/>painting and <u>sculpture</u><br/>with a range of materials<br/>[for example, pencil,<br/>charcoal, paint, <u>clay]</u></li> </ul> | Form (3D work, <u>clay</u> ,<br>dough, boxes, wire, paper<br>sculpture, mod roc) –<br>shape, form, model and<br>join.<br>-observation and<br>imagination<br>-discuss and evaluate own<br>work and that of other<br>sculptors. | <ul> <li>Explore historical vase designs – know the parts of a vase (lip, neck, body, foot)</li> <li>Practise techniques using plasticine – joining sides, making a bowl, plait decorations, imprinted decorations, adding embellishments.</li> <li>Make clay vase using a pinch pot.</li> <li>Evaluate the finished product</li> </ul> | historical<br>container<br>vase<br>lacquer<br>pitcher<br>inspiration<br>embellishment<br>plait<br>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<br>criteria.                                | , modelling, mini-plenaries, self-ass   | essment, referral to success  |  |  |  |  |
| Long term mer                          | nory development strategies to be use                             | ed in every lesson through assessing prior  | knowledge at beginning of the unit  | and in the lesson.            |  |  |  |  |
|  |   |   |   | Europeasius Arte and          |  |  |  |  |
| EYFS Personal, Social<br>and Emotional | Communication and Language •<br>Listen attentively and respond to | <ul> <li>Personal Development</li> <li>Hold a pencil effectively – using the</li> </ul> | <ul> <li><u>Understanding the World</u></li> <li>Explore the natural world</li> </ul> | Expressive Arts and<br>Design |  |  |  |  |
| Development                            | what they hear with relevant                                      | tripod grip   | around them, making   | Safely use and explore a      |  |  |  |  |
|  | questions during whole class                                      | • Use a range of small tools, including   | observations and drawing  | variety of materials, tools   |  |  |  |  |
|  | discussions.  | scissors, paint brushes   | pictures of animals and plants  | and techniques,               |  |  |  |  |

| <ul> <li>Show an understanding<br/>of their own feelings and<br/>those of others</li> <li>Give focused attention to<br/>what the teacher says,<br/>responding appropriately<br/>even when engaged in<br/>activity, and show an<br/>ability to follow instructions<br/>involving several ideas or<br/>actions.</li> <li>Show sensitivity to their<br/>own and to others' needs</li> </ul> | • Participate in discussions,<br>offering their own ideas, usin<br>recently introduced vocabula<br>Express their ideas and feeli<br>about their experiences using<br>sentences.  | ary. •<br>ings  |  | uracy and care  |  |   | experimenting with colour,<br>design, texture, form and<br>function<br>• Share their creations,<br>explaining the process<br>they have used |
|--|--|---|--|---|--|---|---|
| Year Group   | Rationale for Unit of<br>Learning  |   | ontent from<br>al Curriculum   | Skills/Processes  |  | Essential Knowledge   | Vocabulary  |
| Willows – Autumn 1<br>Colour Creations   | The children will think<br>about their favourite<br>colours and the colours<br>that are all around them<br>every day, before looking<br>at how colours are used in<br>art. They will learn about<br>primary colours, secondary<br>colours, colour mixing, and<br>light and shade, as well as<br>look at the artwork of<br>artists who use colours in<br>interesting ways, namely<br>Kandinsky and Mondrian | <ul> <li>To us<br/>materia<br/>design</li> <li>To de<br/>of art to<br/>colour,<br/>shape,</li> <li>Abo<br/>ran<br/>des<br/>diffe<br/>diso<br/>link<br/>(Ka<br/>Mon</li> </ul> | se a range of<br>als creatively to<br>and make products<br>evelop a wide range<br>echniques in using<br>pattern, line,<br>form and space.<br>but the work of a<br>ge of artists,<br>scribing the<br>erences and<br>ilarities between<br>erent practices and<br>ciplines, and making<br>s to their own work.<br>indinsky and<br>ndrian) | Painting (pencil, ch<br>inks, chalk, pastels<br>software) Observe<br><u>Colour</u> (painting, in<br>textiles, pencils, cra<br>pastels) name all th<br>colours – mixing of<br>– Find collections of<br>– applying colour w<br>range of tools | k, ICT<br>patterns<br>k, dye,<br>ayon,<br>he<br>colours<br>of colour<br>vith a | <ul> <li>Know the primary<br/>and secondary colours</li> <li>Create light and dark<br/>shades of a colour</li> <li>Create a<br/>monochrome picture<br/>by mixing shades of<br/>one colour.</li> <li>Evaluate the work<br/>stating what they<br/>think and feel about<br/>it.</li> </ul> | monochrome<br>shades<br>primary<br>secondary<br>mixing<br>interpretation<br>style   |
| <u>Willows – Spring 2</u><br><u>Earth Art</u>  | Earth Art is designed to<br>enable children to create<br>unique artwork using<br>natural materials using<br>rocks, leaves, twigs and<br>acorns found on the<br>playground offering a<br>range of imaginative and<br>artistic experiences. The<br>children will make pet  | materia<br>design<br>produc<br>• To us<br>sculptu<br>experia<br>imagin<br>• To de   | se painting and<br>ure and share ideas,<br>ences and   | Texture (textiles, cl<br>sand, plaster, store<br>weaving and collag<br><u>Form</u> (3D work, cla<br>dough, boxes, wire<br>sculpture, mod roc)<br>materials to make I<br>objects for a purpo   | e) –<br>ge<br>ay,<br>e, paper<br>) Use<br>known                                | <ul> <li>To use a range of<br/>natural materials</li> <li>Understand that<br/>painted images can be<br/>used to tell stories.</li> <li>Make a simple<br/>sculpture</li> <li>Understand that<br/>different surfaces can</li> </ul>   | abstract<br>pattern<br>Rangoli<br>natural patterns<br>weave<br>loom<br>mandala<br>colour<br>symmetrical<br>collage                          |

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

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

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

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

|  |  |   |  |  | []                    |
|--|--|---|--|--|-----------------------|
|  |  |   |  | Learn how to print   |                       |
|  |  |   |  | with a printing block                                      |                       |
| <u>Beech – Autumn 1</u><br>Chinese Art | The children will explore themes, colours and styles | <ul> <li>To use drawing, painting<br/>and sculpture to develop</li> </ul> | <u>Colour (</u> painting, ink, dye, textiles, pencils, crayon, | <ul> <li>Explore a range of<br/>artistic pieces</li> </ul> | dynasty<br>Emperor    |
| Chinese Art                            | of traditional Chinese Art                           | and share their ideas,  | pastels) – explore the use                                     | showing traditional  | revolution            |
|  | building upon their                                  | experiences and   | of texture in colour   | Chinese art work.  | traditional           |
|  | previous knowledge of                                | imagination   | -colour for purposes   | Explore the themes   | distinct              |
|  | sculpting vases. The                                 | To develop a wide range   | -colour to express feelings.                                   | of dragons in  | dragon                |
|  | project will help them to                            | of art and design   | colour to express rectings.                                    | Chinese art work   | dignity               |
|  | develop their  | techniques in using   | Texture (textiles, clay,                                       | Understand that a  | symbol                |
|  | understanding and                                    | colour, pattern, texture,   | sand, plaster, stone) –  | • Understand that a traditional Chinese                    | artefacts             |
|  | awareness of Chinese                                 | line, shape, form and   | develops experience in   | dragon is made up of                                       | linear                |
|  | traditions through exploring                         | space   | embellishing   | 9 different animals  | rhythmic brushstrokes |
|  | dragons and having the                               | 0000  | -applies knowledge of  | Make a dragon using  | calligraphy           |
|  | opportunity to use                                   |   | different techniques to  | salt dough   | Terracota Army        |
|  | calligraphy.   |   | express feelings.  | <ul> <li>Find out about the</li> </ul>                     | archelogy             |
|  |  |   |  | Four Gentlemen   |                       |
|  |  |   | Form (3D work, clay,   | (four plants used in                                       |                       |
|  |  |   | dough, boxes, wire, paper                                      | traditional Chinese  |                       |
|  |  |   | sculpture, mod roc) –  | art) (Orchid,  |                       |
|  |  |   | shape, form, model and   | Bamboo,  |                       |
|  |  |   | join   | Chrysanthemum and  |                       |
|  |  |   | -discuss and evaluate own                                      | Plum Blossom) –  |                       |
|  |  |   | work and that of other   | draw one of each.  |                       |
|  |  |   | sculptors.   | Replicate Chinese  |                       |
|  |  |   |  | calligraphy  |                       |
|  |  |   |  | Make clay warrior by                                       |                       |
|  |  |   |  | carving and  |                       |
|  |  |   |  | embellishment  |                       |
| Beech – Spring 1                       | The children will be                                 | • To use drawing, painting  | Drawing (pencil)- scale and                                    | <ul> <li>Explore what</li> </ul>                           | perspective           |
| Landscape Art                          | exploring perspective in                             | and sculpture to develop  | proportion   | landscape art is   | height                |
|  | landscape art. They will                             | and share their ideas,  |  | To know that   | width                 |
|  | understand how artists use                           | experiences and   | <u>Colour (</u> paint, pencils) -                              | perspective is   | depth                 |
|  | the vanishing point and                              | imagination   | colour mixing and  | making 2D objects  | position              |
|  | horizon lines to give                                | • To develop a wide range   | matching; tint, tone, shade                                    | look as if they are 3D                                     | vanishing point       |
|  | perspective. They will                               | of art and design   | <ul> <li>observe colours –</li> </ul>                          | through using height,                                      | horizon line          |
|  | explore other techniques                             | techniques in using   | <ul> <li>colour to reflect mood</li> </ul>                     | width, depth and   | construction lines    |
|  | including use of abstract                            | colour, pattern, texture,   |  | position   | water colours         |
|  | art, atmospheric                                     | line, shape, form and   |  | <ul> <li>To use the vanishing</li> </ul>                   | semi-transparent      |
|  | perspective and collage to                           | space   |  | point and horizon  | palette               |
|  | enable them to produce                               |   |  | line as a starting   | gradient wash         |
|  |  |   |  | point for a landscape                                      | atmospheric           |

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

| Use different techniques for<br>different purposes i.e.<br>shading, hatching within<br>their own work,<br>understanding which works<br>well in their work and why.  | <ul> <li>those in Klimt's<br/>landscape paintings.</li> <li>Develop techniques<br/>and use symbolism<br/>in the style of, or<br/>inspired by Gustav<br/>Klimt.</li> </ul> |
|---|---|
| Develop their own style<br>using tonal contrast and<br>mixed media.   |   |
| Have opportunities to<br>develop further simple<br>perspective in their work<br>using a single focal point<br>and horizon.  |   |
| Develop an awareness of<br>composition, scale and<br>proportion in their painting   |   |
| <u>Colour (painting</u> , ink, dye,<br>textiles, pencils, crayon,<br>pastels)<br>Work in a sustained and<br>independent way to<br>develop their own style of<br>painting. This style may be<br>through the development<br>of: colour, tone and shade. |   |
| Purposely control the types<br>of marks made and<br>experiment with different<br>effects and textures inc.<br>blocking in colour, washes,<br>thickened paint creating<br>textural effects.  |   |
| Mix colour, shades and tones with confidence  |   |

| building on previous<br>knowledge.<br>Understanding which works<br>well in their work and why.                                    |
|---|
| <u>Texture, pattern, colour,</u><br><u>line and tone</u><br>Consider the use of colour<br>for mood and atmosphere                 |
| Responding to art<br>Discuss and review own<br>and others work,<br>expressing thoughts and<br>feelings explaining their<br>views. |
| Identify artists who have<br>worked in a similar way to<br>their own work.  |
| Explore a range of great<br>Artists, architects and<br>designers in history   |

### YEAR C (2024-2025)

#### 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 | Communication and Language •      | Personal Development                                      | Understanding the World                       | Expressive Arts and                          |
|-----------------------|-----------------------------------|---|---|--|
| and Emotional         | Listen attentively and respond to | <ul> <li>Hold a pencil effectively – using the</li> </ul> | <ul> <li>Explore the natural world</li> </ul> | <u>Design</u>                                |
| <u>Development</u>    | what they hear with relevant      | tripod grip   | around them, making                           | <ul> <li>Safely use and explore a</li> </ul> |
|                       | questions during whole class      | • Use a range of small tools, including                   | observations and drawing                      | variety of materials, tools                  |
|                       | discussions.                      | scissors, paint brushes • Begin to                        | pictures of animals and plants                | and techniques,                              |

| <ul> <li>Show an understanding<br/>of their own feelings and<br/>those of others</li> <li>Give focused attention to<br/>what the teacher says,<br/>responding appropriately<br/>even when engaged in<br/>activity, and show an<br/>ability to follow instructions<br/>involving several ideas or<br/>actions.</li> <li>Show sensitivity to their<br/>own and to others' needs</li> </ul> | • Participate in discussions,<br>offering their own ideas, usin<br>recently introduced vocabula<br>Express their ideas and feeli<br>about their experiences using<br>sentences.  | ary. •<br>ngs   | show accuracy and drawing.   | care when   |  |   | experimenting with colour,<br>design, texture, form and<br>function<br>• Share their creations,<br>explaining the process<br>they have used |
|--|--|---|--|---|--|---|---|
| Year Group   | Rationale for Unit of<br>Learning  |   | ontent from<br>al Curriculum   | Skills/Processes  |  | Essential Knowledge   | Vocabulary  |
| Willows – Autumn 1<br>Colour Creations   | The children will think<br>about their favourite<br>colours and the colours<br>that are all around them<br>every day, before looking<br>at how colours are used in<br>art. They will learn about<br>primary colours, secondary<br>colours, colour mixing, and<br>light and shade, as well as<br>look at the artwork of<br>artists who use colours in<br>interesting ways, namely<br>Kandinsky and Mondrian | <ul> <li>To us<br/>materia<br/>design</li> <li>To de<br/>of art te<br/>colour,<br/>shape,</li> <li>Ab<br/>rang<br/>des<br/>diffe<br/>disc<br/>link<br/>(Ka<br/>Mor</li> </ul> | e a range of<br>als creatively to<br>and make products<br>evelop a wide range<br>echniques in using<br>pattern, line,<br>form and space.<br>bout the work of a<br>ge of artists,<br>cribing the<br>erences and<br>ilarities between<br>erent practices and<br>ciplines, and making<br>s to their own work.<br>ndinsky and<br>hdrian) | Painting (pencil, ch<br>inks, chalk, pastels<br>software) Observe<br><u>Colour</u> (painting, in<br>textiles, pencils, cra<br>pastels) name all th<br>colours – mixing of<br>– Find collections of<br>– applying colour w<br>range of tools | k, ICT<br>patterns<br>k, dye,<br>ayon,<br>he<br>colours<br>of colour<br>vith a | <ul> <li>Know the primary<br/>and secondary colours</li> <li>Create light and dark<br/>shades of a colour</li> <li>Create a<br/>monochrome picture<br/>by mixing shades of<br/>one colour.</li> <li>Evaluate the work<br/>stating what they<br/>think and feel about<br/>it.</li> </ul> | monochrome<br>shades<br>primary<br>secondary<br>mixing<br>interpretation<br>style   |
| <u>Willows – Spring 2</u><br><u>Earth Art</u>  | Earth Art is designed to<br>enable children to create<br>unique artwork using<br>natural materials using<br>rocks, leaves, twigs and<br>acorns found on the<br>playground offering a<br>range of imaginative and<br>artistic experiences. The<br>children will make pet  | materia<br>design<br>produc<br>• To us<br>sculptu<br>experie<br>imagina<br>• To de  | e painting and<br>ire and share ideas,<br>ences and  | Texture (textiles, cl<br>sand, plaster, store<br>weaving and collag<br><u>Form</u> (3D work, cla<br>dough, boxes, wire<br>sculpture, mod roc)<br>materials to make I<br>objects for a purpo   | e) –<br>ge<br>ay,<br>e, paper<br>) Use<br>known                                | <ul> <li>To use a range of<br/>natural materials</li> <li>Understand that<br/>painted images can be<br/>used to tell stories.</li> <li>Make a simple<br/>sculpture</li> <li>Understand that<br/>different surfaces can</li> </ul>   | abstract<br>pattern<br>Rangoli<br>natural patterns<br>weave<br>loom<br>mandala<br>colour<br>symmetrical<br>collage                          |

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

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

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

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

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

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

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

## YEAR D (2025-2026)

| 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. |  |  |   |  |   |   |  |
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| EYFS Personal, Social<br>and Emotional<br>Development<br>• Show an understanding<br>of their own feelings and<br>those of others<br>• Give focused attention to<br>what the teacher says,<br>responding appropriately<br>even when engaged in<br>activity, and show an<br>ability to follow instructions<br>involving several ideas or<br>actions.<br>• Show sensitivity to their<br>own and to others' needs   | <ul> <li><u>Communication and Language</u> •<br/>Listen attentively and respond to<br/>what they hear with relevant<br/>questions during whole class<br/>discussions.</li> <li>Participate in discussions,<br/>offering their own ideas, using<br/>recently introduced vocabulary. •<br/>Express their ideas and feelings<br/>about their experiences using full<br/>sentences.</li> </ul> |  |   | tively – using the<br>all tools, including<br>nes • Begin to   | Understanding the World     • Explore the natural world     around them, making |   | Expressive Arts and<br>Design<br>• Safely use and explore a<br>variety of materials, tools<br>and techniques,<br>experimenting with colour,<br>design, texture, form and<br>function<br>• Share their creations,<br>explaining the process<br>they have used |
| Year Group  | Rationale for Unit of<br>Learning  |  | ontent from<br>nal Curriculum   | Skills/Processes   |   | Essential Knowledge   | Vocabulary   |
| <u>Willows – Autumn 1</u><br><u>Colour Creations</u>  | The children will think<br>about their favourite<br>colours and the colours<br>that are all around them<br>every day, before looking<br>at how colours are used in<br>art. They will learn about   | <ul> <li>To us<br/>materi<br/>design</li> <li>To de<br/>of art t<br/>colour</li> </ul> | se a range of<br>als creatively to<br>and make products<br>evelop a wide range<br>echniques in using<br>, pattern, line,<br>, form and space. | Painting (pencil, ch<br>inks, chalk, pastels<br>software) Observe<br><u>Colour</u> (painting, in<br>textiles, pencils, cra<br>pastels) name all th | , ICT<br>patterns<br>k, dye,<br>ayon,   | <ul> <li>Know the primary<br/>and secondary colours</li> <li>Create light and dark<br/>shades of a colour</li> <li>Create a<br/>monochrome picture</li> </ul> | monochrome<br>shades<br>primary<br>secondary<br>mixing<br>interpretation<br>style  |

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

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

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

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

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|------------------|-------------------------------------|---------------------------------|-------------------------------------|---|-----------------------|
|                  |                                     | pencil, charcoal, paint,        |                                     | attention to detail                       | scientific            |
|                  |                                     | clay]                           |                                     | and patience).                            | tone                  |
|                  |                                     | about great artists,            | Form (3D work, clay,                | Create tints, shades                      | tint                  |
|                  |                                     | architects and <u>designers</u> | dough, boxes, wire, paper           | and tones of colour                       | shade                 |
|                  |                                     | in history                      | sculpture, mod roc) –               | <ul> <li>Add white to a colour</li> </ul> | form                  |
|                  |                                     |                                 | shape, form, model and              | to create a tint.                         | hue                   |
|                  |                                     |                                 | join.                               | <ul> <li>Add black to a colour</li> </ul> | depth                 |
|                  |                                     |                                 |                                     | to create a shade                         | clay                  |
|                  |                                     |                                 |                                     | <ul> <li>Add black and white</li> </ul>   | decorative            |
|                  |                                     |                                 |                                     | to a colour to create                     | functional            |
|                  |                                     |                                 |                                     | a tone.                                   | slip                  |
|                  |                                     |                                 |                                     | <ul> <li>To develop printing</li> </ul>   | template              |
|                  |                                     |                                 |                                     | 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                    |                       |
| Desch. Asterna 4 | The state of the state of the state | <b>—</b>                        |                                     | from water and clay                       |                       |
| Beech – Autumn 1 | The children will explore           | • To use drawing, painting      | <u>Colour (</u> painting, ink, dye, | • Explore a range of                      | dynasty               |
| Chinese Art      | themes, colours and styles          | and sculpture to develop        | textiles, pencils, crayon,          | artistic pieces                           | Emperor               |
|                  | of traditional Chinese Art          | and share their ideas,          | pastels) – explore the use          | showing traditional                       | revolution            |
|                  | building upon their                 | experiences and                 | of texture in colour                | Chinese art work.                         | traditional           |
|                  | previous knowledge of               | imagination                     | -colour for purposes                | <ul> <li>Explore the themes</li> </ul>    | distinct              |
|                  | sculpting vases. The                | • To develop a wide range       | -colour to express feelings.        | of dragons in                             | dragon                |
|                  | project will help them to           | of art and design               | <b>-</b>                            | Chinese art work                          | dignity               |
|                  | develop their                       | techniques in using             | Texture (textiles, clay,            | <ul> <li>Understand that a</li> </ul>     | symbol                |
|                  | understanding and                   | colour, pattern, texture,       | sand, plaster, stone) –             | traditional Chinese                       | artefacts             |
|                  | awareness of Chinese                | line, shape, form and           | develops experience in              | dragon is made up of                      | linear                |
|                  | traditions through exploring        | space                           | embellishing                        | 9 different animals                       | rhythmic brushstrokes |
|                  | dragons and having the              |                                 |                                     |   | calligraphy           |

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

| Develop their own style<br>using tonal contrast and<br>mixed media.   |
|---|
| Have opportunities to<br>develop further simple<br>perspective in their work<br>using a single focal point<br>and horizon.  |
| Develop an awareness of<br>composition, scale and<br>proportion in their painting   |
| Colour (painting, ink, dye,<br>textiles, pencils, crayon,<br>pastels)<br>Work in a sustained and<br>independent way to<br>develop their own style of<br>painting. This style may be<br>through the development<br>of: colour, tone and shade. |
| Purposely control the types<br>of marks made and<br>experiment with different<br>effects and textures inc.<br>blocking in colour, washes,<br>thickened paint creating<br>textural effects.  |
| Mix colour, shades and<br>tones with confidence<br>building on previous<br>knowledge.   |
| Understanding which works<br>well in their work and why.  |
| Texture, pattern, colour,<br>line and tone  |

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

| can b<br>atmo<br>persp<br>colour<br>shade<br>into b<br>Explo<br>to cre<br>lands<br>patte<br>Use co | s and shades<br>be used to give<br>popheric<br>pective – darker<br>urs at the fore,<br>les lighter as go<br>background<br>ore abstract art<br>eate a<br>scape using<br>ern and colour<br>ollage to create<br>scape using torn |
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# YEAR E (2026-2027)

|   | • EHCP & S<br>learning strategies to be used during  | Subject - ART LEARNING SEQUENCE<br>END Support refer to IEPs for the individu<br>every lesson: target questioning, peer talk<br>criteria.<br>ed in every lesson through assessing prior                    | , modelling, mini-plenaries, self-as  |  |
|---|--|--|---|--|
| EYFS Personal, Social<br>and Emotional<br>Development<br>• Show an understanding<br>of their own feelings and<br>those of others<br>• Give focused attention to<br>what the teacher says,<br>responding appropriately<br>even when engaged in<br>activity, and show an<br>ability to follow instructions<br>involving several ideas or<br>actions.<br>• Show sensitivity to their<br>own and to others' needs | Communication and Language •<br>Listen attentively and respond to<br>what they hear with relevant<br>questions during whole class<br>discussions.<br>• Participate in discussions,<br>offering their own ideas, using<br>recently introduced vocabulary. •<br>Express their ideas and feelings<br>about their experiences using full<br>sentences. | Personal Development<br>• Hold a pencil effectively – using the<br>tripod grip<br>• Use a range of small tools, including<br>scissors, paint brushes • Begin to<br>show accuracy and care when<br>drawing. | Understanding the World<br>• Explore the natural world<br>around them, making<br>observations and drawing<br>pictures of animals and plants | Expressive Arts and<br>Design<br>• Safely use and explore a<br>variety of materials, tools<br>and techniques,<br>experimenting with colour,<br>design, texture, form and<br>function<br>• Share their creations,<br>explaining the process<br>they have used |

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

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

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

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

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

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

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