

| Year group | Area of learning | Teachable skills | Suggested artists/ Teaching suggestion | Insight objectives |
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| R | Provision to include: Colour therapy | Holding a paintbrush and making brush strokes. Introducing Primary colours and mixing to make new colours. Exploring 3d form through Plasticine, Playdoh and clay. Working on different scales. Painting/ drawing from life. Experimenting with a variety of art materials. Using natural materials to make art. | | |
| 1 | <u>Within provision</u> Architecture Portraits Landscapes Still life Printing Painting Drawing Sculpture Colour theory- recap primary colours and introduce secondary colours. | Block printing. 3d modelling with playdoh, clay and other materials. Revising primary colours and mixing secondary colours. Using soft (B) and hard (H) pencils and recognising the difference. Using a variety of ways to put paint to paper (brushes, natural items, palette knives, printing). Using relevant artists as inspiration. Working on different scales. Using a variety of other media to experiment with and create artworks (pastels, colouring pencils, felt tip pens, crayons, paint, pencil) (other kinds of materials like cotton wool, paper fabric etc.) Using a variety of subjects for artwork including opportunities for landscape, still life and portraiture. | In line with provision and led by the interests of the children and their learning. Linked to literacy, science, history and geography topics. Possible artists to use. Henri Rousseau Henri Matisse Tamara de Lempika Pablo Picasso Yayoi Kusama Georgia O’Keeffe Claude Monet | Can use paint with control and accuracy, staying within lines. Can mix secondary colours. Can explain what primary and secondary colours are and name some. Can print with accuracy, ensuring the correct amount of paint and pressure for a clean, clear print. Can use different ways of creating a 3 dimensional piece that is stable and has purpose. Can draw with different pressures and can tell the |

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| | | | | <p>difference between hard and soft pencils.</p> <p>Can demonstrate imaginative experimentation with a variety of artistic materials.</p> <p>Can name some artists and describe the kind of work they produce.</p> |
| 2 | 3d art (sculpture) | Using found objects to create a non-permanent piece showing an awareness of pattern and form. | Andy Goldsworthy. Over a couple of sessions non-permanent sculpture using natural objects like branches and stones and other objects inspired by the work of Andy Goldsworthy. Individual small scale and collaborative large scale pieces. | <p>Can select suitable materials to create a piece of non-permanent art.</p> <p>Can use an understanding of pattern and form to create an ascetically pleasing piece.</p> <p>Can relate pattern and form to both large and small scale pieces.</p> |
| | Drawing (still life) mixed media | <p>Create an image of a still life using pastels- looking at proportion, form depth and background.</p> <p>A single horizontal line can be enough of a background to put the image in a space. colour blending and highlights.</p> | <p>Pumpkins</p> <p>Mary Cassatt for examples of pastels in art.</p> | <p>Can blend pastels.</p> <p>Can start to show depth through use of light and dark.</p> |
| | Portraits/ still life | Collage- individual or group work- including other materials like crayon pastel or paint. | <p>Guiseppe Archimboldo – produce collages in a similar style.</p> <p>Georges Braque collage and mixed media.</p> <p>Hannah Hoch for examples of collage technique.</p> | <p>Can select appropriate images and materials for a collage.</p> <p>Can arrange images and materials in a way that has meaning and is aesthetically pleasing.</p> |

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| | Printing | Monoprinting | Paul Klee | |
| | Ceramics | Create a 2d or 3d piece. 2d pieces to be carefully finished with smoothed edges and a suitable thickness to remain stable. 3d pieces- using slabs or coils to create a 3d piece. Strong joins and a suitable thickness to remain stable when dry. | Subject led by the interests of the children and/ or other areas of the curriculum. | |
| | Landscape Colour theory- mixing tertiary colours to create a vibrant dreamscape. | Dreamscape- Create a landscape image working from imagination. Using learnt skills over the year to make informed and justified choices about the materials and format. Initially sketching their ideas and making samples of colour and materials in sketchbooks to prepare for the materials they might need. Mixed media | Freidensreich Hundertwasser- Irinaland uber dem Balkans Salvador Dali, Vincent Van Gogh, Jee Young Lee | Can create an imaginative and vibrant piece of work. Can make considered choices about which medium to use and explain why. |
| | Crafts | Crafts associated with The religious holidays and in line with ongoing events throughout the year. | | |
| 3 | 3d art (Architecture) | Create 3d structured models using precise measuring skills. | Friedenreich Hundertwasser. Anton Gaudi. Start by creating blank architectural models using mathematical skills of measuring and angles. Create decorative details and beautification of buildings inspired by the work of Hundertwasser and Gaudi. Take a walk and get pictures of boring buildings to | Can design and produce a 3d architectural model with some accuracy. Can show an understanding of the value of aesthetics in the buildings around us. |

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| | | | <p>improve. Why are they boring?</p> <p>Make imaginative designs to suggest how to improve the appearance of the school (Area behind Carolyn's office?). Use paper mâché to build structures and make them imaginative and appealing.</p> | |
| Kapow | <p>Painting</p> <p>Colour theory- quaternary colours.</p> | <p>Using a limited palette.</p> <p>Colour mixing an 'earth' palette.</p> <p>Painting on a textured surface.</p> | <p>Cave paintings at Lascaux II (Europe). Aboriginal paintings of dreamtime on Uluru (Australia). Cueva de las Manos (South America). Tadrart Acacus (Africa).</p> <p>Create studies and subject similar to the aboriginal cave paintings. Final piece: Create a textured surface on which to paint a replica cave painting using a suitable palette.</p> | <p>Can mix paints to create a suitable colour palette.</p> <p>Can create a textured surface and imitate a prehistoric painting.</p> |
| | <p>Printing/ computing</p> | <p>Printing (lino Print)</p> | <p>Printing using William and May Morris and the arts and crafts movement as inspiration: Then using computer programme to create a wallpaper with the print.</p> | <p>I can make a clear print using print materials.</p> <p>I can use more than colour on the print block to add interest.</p> <p>I can use colours that reflect nature.</p> |

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| | Drawing practice | Backgrounds/ negative space | Using an image of themselves as the subject, create a negative space. Chn can use any materials to create a background to put themselves in. Kehende Wiley - Any other portraits that have a distinctive background. Mona Lisa, Frida Khalo, The Arnolfini portrait. | Can make considered choices about which medium to use and explain why. Can start to understand what negative space is. |
| | Crafts | Crafts associated with The religious holidays and in line with ongoing events throughout the year. | | |
| 4 | Painting (landscape) | Draw a townscape and paint with acrylic mixed paint. | Local artist- Lucy Pittaway . Horace Pippin. Using a photograph of a Dales village with at least one figure, draw out a composition and paint using acrylic paints in the style of Lucy Pittaway. Slightly whimsical and cartoon like. | Can use acrylic paints appropriately. Can show some understanding of one point perspective. |
| Kapow | Drawing/ mixed media (still life) | Represent several objects within a piece that are proportionate to each other in size and composition. Understand that an object behind another object in 3 dimensions may not be wholly visible when represented in 2D. That both positive and negative space needs to be fully considered. | Paul Cezanne, Carravaggio, Vincent Van Gogh, Pieter Claesz. Draw studies of a still life focusing on proportion and composition. Produce a final piece making own considered choices of which medium to use. | Can represent several objects within a piece that are proportionate to each other in size and composition. Can demonstrate that objects behind other objects will not be wholly visible in a 2d format. Can make considered choices about which medium to use. |

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| | 3d art (sculpture)/ photography | Create a 3d form using Paper mache or modroc. Photograph the final piece as a 'still life'. | Henry Moore, Barbara Hepworth, William Edmondson Photograph each other in various shapes (individual or pairs or small groups). Use the image to design a sculpture inspired by the artists above. Create the sculpture using newspaper and foil as a base and either Modroc or paper mache to finish. Could be painted to appear Bronze or for other finishes. Photograph the sculpture as a still life. Black and White? Lighting? Composition. | Can build a stable 3d shape of fluid form that can stand up. Can create a 3d abstract form that is fluid and aesthetically pleasing. Can take a still life photograph in focus and with carefully considered composition. |
| | Drawing practice Colour theory- complementary colours | Still life/ portrait: negative space Use complementary colours to make the subject pop out of the negative space. | Examples: The dance by Henri Matisse Café terrace at night by Vincent Van Gogh. Anya with oranges by Bisa Butler | Can understand what negative space is. Can understand what a complementary colour is and how to make one. Can demonstrate using complementary colours to create make the subject of a picture stand out. |
| | Crafts | Crafts associated with The religious holidays and in line with ongoing events throughout the year. | | |
| 5 | Drawing (portraits) Colour theory- hue, tint and shade. | Produce a <u>monochrome</u> (any one colour) portrait. (try a whole body portrait or a | What is a portrait? Introduce less conventional portraits. | Can create a variety of tones and colours within a single colour choice. |

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| | | <p>portrait including a larger part of the body rather than just the face). Use dark and light tones to demonstrate shaded and highlighted areas and create depth.</p> | <p>Use a photograph of child for them to work from (ideally black and white). Use sketchbook for initial sketches and for colour swatches. Use monochrome paintings by artists to compare with colour mixing.</p> <p>Self portrait- Artemisia Gentileschi A new republic- Kehinde Wiley Mary Cassatt, <i>In the Loge</i> (1878) Amrita Sher-Gil – Three girls Bathers at Asnieres-Georges Seurat</p> | <p>Can use highlights and dark tones to create depth in a painting.</p> |
| | <p>3d art (fashion design)/ photography</p> | <p>Design, create and photograph an item of clothing.</p> | <p>Design: Focus on swinging 60's fashion. Pierre Cardin, Mary Quant, Yves Saint Laurant (Mondrian shift dress) Ozzie Clark. Create: Focus on 1960's fashion- paper/pvc dresses. https://www.messynessychic.com/2019/02/06/paper-dresses-pvc/ https://www.liveabout.com/1960s-fashion-designers-to-look-for-3420078 Photography: David Bailey, Annie Liebovitz, Mario Testino, Peter Lindberg</p> | |

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| | Drawing/ painting (landscape) | Paint a landscape painting from life using watercolour as a medium. One point perspective. https://www.tes.com/resource-detail/download/11402014 | Sheldon Saint , Elizabeth Murray, Thomas Moran, John Singer Sargeant, Edward Hopper, Mary Cassatt. | Can use watercolour paints appropriately. Can show some understanding of two point perspective. |
| | Drawing practice | Close ups. Draw a close up part of the body (part of a face, hands, feet) or close up parts of a still life. Continuing to use shading/ hatching techniques to show depth and highlights. | | |
| | Crafts | Crafts associated with The religious holidays and in line with ongoing events throughout the year. | | |
| 6 | Printing | 'lino' printing a series of identical cards and matching wrapping paper. | M C Escher, Marta Harvey Primavaera - Matisse Artichoke picker- Emmy Lou Packard. | Can design simple, effective, repetitive marks that form a pattern. Can evaluate the suitability of their design for the print medium. Can produce a clear print a number of times using the same plate. Can use more than one colour accurately in a reduction print to add interest to the final product. |
| Kapow | Photography/ computing (procreate) | Photomontage, macro photography, | Hannah Hoch/ Edward Weston- macrophotography | I can compose a close-up photograph of a natural form. |

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| | | | <p>Lesson 1 explore creating photomontage- possibly creating an advert for a shop.</p> <p>Lesson 2 explore taking macro photography in monochrome black and white- using dramatic lighting and angle and cropping pictures to create more abstract images.</p> <p>Lesson 3: photography – playing with filters and cropping to create highly abstract images with a view to using images for photomontage.</p> <p>4: Artists- record covers- Andy Warhol, Peter Blake, Start to design a record cover using photography and photomontage- collaborative project.</p> <p>5- complete record covers including lettering</p> | <p>I can make decisions about cropping, editing and presenting photographic images to create an abstract final piece.</p> <p>I can create an aesthetically pleasing record cover using photography and photomontage.</p> |
| | <p>Painting/ mixed media portraits</p> <p>Colour theory- mixing skin colours.</p> | <p>Drawing an initial sketch to determine placement and proportion (use of H pencils to make light lines) and using paint/ choice of medium to complete.</p> <p>Understanding negative space- foreground and background to have a complete artwork.</p> <p>Starting to understand proportion.</p> | <p>Portrait of more than one person (use a photo of the children in groups or pairs) Head and shoulders or whole body. Choose an artist that inspires you to use as an example of style and developing the whole picture (no floating people!).</p> <p>Ideas: Paul Gauguin, George Seurat, Frida Kahlo, Suzanne</p> | <p>Can use a sketching pencil to sketch out a portrait scene in preparation for a painting.</p> <p>Can demonstrate inclusion of a carefully considered background in a final piece.</p> <p>Can demonstrate a consideration of good</p> |

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| | | | Valadon. David Hockney Amrita Sher-Gil | composition to create a visually interesting piece. |
| | Crafts | Crafts associated with The religious holidays and in line with ongoing events throughout the year. | | |
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| | | Still to include Ceramics after yr 2 Opportunities for drawing skills- shading, varied line, | | |
| | | Jean-Michel Basquiat Kehinde Wiley Amrita Sher-Gil Bhupen Khakhar | | |