

| Year group | Area of learning  | Teachable skills  | Suggested artists/ Teaching suggestion   | Insight objectives   |
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| R          | Provision to include:<br><br>Colour theory  | Holding a paintbrush and making brush strokes.<br>Introducing Primary colours and mixing to make new colours.<br>Exploring 3d form through Plasticine, Playdoh and clay.<br>Working on different scales.<br>Painting/ drawing from life.<br>Experimenting with a variety of art materials.<br>Using natural materials to make art.  |  | EYFS Framework   |
| 1          | <u>Within provision</u><br>Architecture<br>Portraits<br>Landscapes<br>Still life<br>Printing<br>Painting<br>Drawing<br>Sculpture<br><br>Colour theory- recap primary colours and introduce secondary colours. | Block printing.<br>3d modelling with playdoh, clay and other materials.<br>Revising primary colours and mixing secondary colours.<br>Using soft (B) and hard (H) pencils and recognising the difference.<br>Using a variety of ways to put paint to paper (brushes, natural items, palette knives, printing).<br>Using relevant artists as inspiration.<br>Working on different scales.<br><br>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.)<br>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.<br>Linked to literacy, science, history and geography topics.<br>Possible artists to use.<br>Henri Rousseau<br>Henri Matisse<br>Tamara de Lempika<br>Pablo Picasso<br>Yayoi Kusama<br>Georgia O'Keeffe<br>Claude Monet | Can use paint with control and accuracy, staying within lines.<br><br>Can mix secondary colours.<br><br>Can print with accuracy, ensuring the correct amount of paint and pressure for a clean, clear print.<br><br>Can use different ways of creating a 3 dimensional piece that is stable and has purpose.<br><br>Can draw with different pressures and can tell the difference between hard and soft pencils. |

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|   |                                  |   |   | <p>Can demonstrate imaginative experimentation with a variety of artistic materials.</p> <p>Can understand that things in the distance appear smaller than things that are close up.<br/>Can make effective choices as to the size and colour of materials when making a collage.<br/>Can understand where eyes and noses should be position proportionately within the face.</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.</p> <p>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>  |

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|  | 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   | <p>Can create a clear monoprint.</p> <p>Can understand that the printed image will be reversed.</p>   |
|  | Ceramics   | <p>Create a 2d or 3d piece. 2d pieces to be carefully finished with smoothed edges and a suitable thickness to remain stable.</p> <p>3d pieces- using slabs or coils to create a 3d piece. Strong joins and a suitable thickness to remain stable when dry.</p>   | Subject led by the interests of the children and/ or other areas of the curriculum.   | Can name a ceramic artist and describe the kind of work they produce.   |
|  | Landscape Colour theory- mixing tertiary colours to create a vibrant dreamscape. | <p>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.</p> <p>Mixed media</p> | <p>Freidensreich Hundertwasser- Irinaland uber dem Balkans</p> <p>Salvador Dali, Vincent Van Gogh, <a href="#">Jee Young Lee</a></p>                                    | <p>Can create an imaginative and vibrant piece of work.</p> <p>Can make considered choices about which medium to use and explain why.</p> <p>Can explain what a tertiary colour is and mix tertiary colours.</p> <p>Can name some artists and describe the kind of work they produce.</p> |

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|       | 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 and employing artistic flair by using an architectural artist as inspiration. | <p>Friedenreich Hundertwasser. Anton Gaudi.</p> <p>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.</p> <p>Take a walk and get pictures of boring buildings to 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> | <p>Can describe different ways in which buildings are improved and beautified.</p> <p>Can produce imaginative ideas to improve or decorate existing buildings.</p> <p>Can name artists that are architects or have worked significantly with architectural structures and describe the kind of work they produce.</p> |
| Kapow | Painting<br>Colour theory- quaternary colours. | Using a limited palette.<br>Colour mixing an 'earth' palette.<br>Painting on a textured surface.   | <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</p>  | <p>Can mix quaternary colours to create a suitable Earth colour palette.</p> <p>Can create a textured surface and imitate a prehistoric painting.</p>   |

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|   |                      |  | a textured surface on which to paint a replica cave painting using a suitable palette.   | Can understand how ancient people made colours to create art with.   |
|   | Printing             | Printing (lino Print)- gaining experience of how to determine the correct amount of ink, pressure on the lino materials, and pressure for a clear print. | Printing using William and May Morris and the arts and crafts movement as inspiration to create a repeat pattern akin to wallpaper.  | Can make a clear print using print materials.<br><br>I can use more than one colour on the print block to add interest.  |
|   | 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.<br><a href="#">Kehende Wiley</a> - Any other portraits that have a distinctive background.<br>Mona Lisa, Frida Khalo, The Arnolfini portrait. | Can make considered choices about which medium to use and explain why.<br><br>Can start to understand what negative and positive space is within an artistic context.                |
|   | 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- <a href="#">Lucy Pittaway</a> . Horace Pippin, Frida Kahlo. 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  | Can use acrylic paints appropriately to create a block colour style landscape/ townscape in the style of Lucy Pittaway.<br><br>Can show some understanding of one point perspective. |

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|       |                                   |   | whimsical and cartoon like.<br>Folk art style.   | Can compare and contrast folk artists.   |
| Kapow | Drawing/ mixed media (still life) | <p>Represent several objects within a piece that are proportionate to each other in size and composition.</p> <p>Understand that an object behind another object in 3 dimensions may not be wholly visible when represented in 2D.</p> <p>That both positive and negative space needs to be fully considered.</p> | <p>Paul Cezanne, Carravaggio, Vincent Van Gogh, Pieter Claesz.</p> <p>Draw studies of a still life focusing on proportion and composition.</p> <p>Produce a final piece making own considered choices of which medium to use.</p>  | <p>Can represent several objects within a piece that are proportionate to each other in size and composition.</p> <p>Can demonstrate that objects behind other objects will not be wholly visible in a 2d format.</p>                            |
|       | 3d art (sculpture)/               | <p>Create a 3d form using Paper mache or modroc or plaster of paris.</p> <p>Photograph the final piece as a 'still life'.</p>   | <p>Henry Moore, Barbara Hepworth, William Edmondson</p> <p>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.</p> <p>Photograph the sculpture as a still life. Black and White? Lighting? Composition.</p> | <p>Can build a stable 3d shape of fluid form that can stand up unaided.</p> <p>Can create a 3d abstract form that is fluid and aesthetically pleasing.</p> <p>Can understand the development of an abstract piece from its original subject.</p> |
|       | Drawing practice/ colour theory   | Still life/ portrait: negative space. Use complementary colours to make the subject pop out of the negative space   | Examples: <a href="#">The dance – Henri Matisse</a>  | Can understand what negative space is.   |

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|   |  |  | <p>Cafe terrace at night- Van Gogh</p> <p>Anya with Oranges by Bisa Butler</p>  | <p>Can name some artists and describe the kind of work they produce.</p> <p>I can understand what a complementary colour is and use them to make the subject of a picture stand out.</p> |
|   | Crafts   | Crafts associated with The religious holidays and in line with ongoing events throughout the year.   |   | Can name some artists and describe the kind of work they produce.  |
| 5 | Drawing (portraits)<br>Colour theory- hue, tint and shade. | Produce a <u>monochrome</u> (any one colour) portrait.<br>Use dark and light tones to demonstrate shaded and highlighted areas and create depth. | <p>What is a portrait?<br/>Introduce less conventional portraits.<br/>Use a photograph of child for them to work from (ideally black and white).<br/>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</p> <p>A new republic- Kehinde Wiley</p> <p>Mary Cassatt, <i>In the Loge</i> (1878)</p> <p>Amrita Sher-Gil – Three girls</p> <p>Bathers at Asnieres-Georges Seurat</p> <p>Colour influences:</p> | <p>Can create a variety of tones and colours within a single colour choice.</p> <p>Can use highlights and dark tones to create depth in a painting.</p>                                  |

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|  |                               |   | <p>Picasso- The tragedy</p> <p>Georges braque- violin and candlestick</p> <p>Vincent Van Gogh- Sunflowers</p>            |   |
|  | 3d art/ Ceramics              | Choose any kind of vessel- Vase, pot, cup etc that has upright sides- shape and decoration inspired by one of these artists.  | <p>Grayson perry</p> <p>Betty Woodman</p> <p>Clarice cliff</p>   | <p>Can make a design of a 3d structure in clay and create an accurate 3-d representation of that design.</p> <p>Can fix two pieces of clay together using cross-hatching which remains stable once dried.</p> |
|  | Drawing/ painting (landscape) | Paint a landscape painting from life using watercolour as a medium.<br>Two-point perspective.   | <p><a href="#">Sheldon Saint</a>, Elizabeth Murray, Thomas Moran, John Singer Sargeant, Edward Hopper, Mary Cassatt.</p> | <p>Can use watercolour paints appropriately to create a landscape from life.</p> <p>Can understand and demonstrate 2 point perspective.</p>   |
|  | 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. |  | To use shading/ hatching techniques to show depth and highlights.   |



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|       | Crafts  | Crafts associated with The religious holidays and in line with ongoing events throughout the year.  |   |   |
| 6     | Printing  | 'lino' printing a series of identical prints using natural themes- produce drawings of natural objects for inspiration – shells, flowers, leaves, butterflies etc.  | M C Escher, <a href="#">Marta Harvey</a><br><a href="#">Primavaera</a> - <a href="#">Matisse</a><br>Artichoke picker- Emmy Lou Packard.   | <p>Can design simple, effective, repetitive marks that form a pattern.</p> <p>Can evaluate the suitability of their design for the print medium.</p> <p>Can produce a clear print a number of times using the same plate.</p> <p>Can use more than one colour accurately in a reduction print to add interest to the final product.</p> |
| Kapow | Mixed media   | Op art- Introduce stand-alone lessons practicing different optical illusions using a variety of mediums (this could include photography and forced perspective). This unit would suit being taught towards the end of year 6 when there are disruptions to normal timetabling and would be good to use during and after SATs. | <p>Main artist: Chn should be able to name Bridget Riley and describe and emulate her work.</p> <p>Other artists:<br/>Victor Vasarely<br/>Richard Anuszkiewicz<br/>Hugo Suíssas</p> | <p>I can experiment with different artistic techniques to create an optical illusion.</p> <p>I can name some Op Art artists from the 1960's and 1970's and describe their work.</p>   |
|       | <p>Painting/ mixed media portraits</p> <p>Colour theory- mixing skin colours.</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.   | 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                 | <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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|  |        | Understanding negative space- foreground and background to have a complete artwork.<br>Starting to understand proportion. | example of style and developing the whole picture (no floating people!).<br>Ideas: Paul Gauguin, George Seurat, Frida Kahlo, Suzanne Valadon. David Hockney<br>Amrita Sher-Gil | composition to create a visually interesting piece.<br><br>Can mix skin colours of a variety of shades and tones. |
|  | Crafts | Crafts associated with The religious holidays and in line with ongoing events throughout the year.                        |  |   |
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|  |        | Still to include<br>Opportunities for drawing skills- shading, varied line,   |  |   |
|  |        | Jean-Michel Basquiat<br>Kehinde Wiley<br>Amrita Sher-Gil<br>Bhupen Khakhar  |  |   |