NURSERY – ART (EYFS Development Matters)

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| * Explore different materials freely, develop ideas about how to use them and what to make. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increased complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent movement and loud noises. * Show different emotions in drawings and paintings, like happiness or sadness. * Explore colour and colour mixing. |

RECEPTION

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| * Apply paint in different ways, using brushes, sticks, fingers and other objects. * Experiment and mix colours to make new colours. * Use body parts, fruit, vegetables and other objects to print. * Draw from memory and imagination. * Manipulate and make 3D shapes using clay, salt dough or plasticine. * Tear and cut paper and apply mixed media to create an image. * Use a variety of media to make marks.   Artists  Mondrian and Kandinsky |

YEAR 2 – ART UNITS

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| Clarice Cliff | Art or Architecture? | African Art |
| Objectives   * Identify features of an artist’s work, looking at colour, composition and purpose. * Gain influence from an artist’s work when creating a plate design, a jug design, a t-shirt design. * Create a composition within a given space. * Apply colour to an image using a range of media: oil pastels, felts, watercolour paint, colouring pencils, tissue paper. * Evaluate own work   Skills  Developing ideas   * Respond to ideas and starting points. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use materials that are cut, torn and glued. * Colour own work neatly following the lines. * Show different tones by using coloured pencils. * Use digital media to create different textures, lines, tones, colours and shapes.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Clarice Cliff Colour  Pottery Pattern  Technique Light  Collage Dark  Plate Design  Jug Bright  Shape Artist  Oil Patels Drawing | Objectives   * Identify features of an artist’s work, looking at colour, composition and purpose. * Gain influence from an artist’s work when creating imagery (Hundertwasser) * Use pencils to draw 3D imagery (buildings). * Use pencil techniques to show texture. * Demonstrate how to use the layering technique when applying colour using coloured pencils. * Identify different types of buildings. * Evaluate own work.   Skills  Developing ideas   * Respond to ideas and starting points. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use materials that are cut, torn and glued. * Draw lines of different thicknesses. * Colour own work neatly following the lines. * Layer colours using coloured pencils. * Use a combination of shapes to create 3D work. * Experiment with the bleeding technique * Mix primary into secondary colours. * Use thick brushes for thick paint and thin brushes for thin paint.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Hundertwasser Building  Architecture Pattern  Shape Colourful  Detail Bleeding Technique  Igloo Skyscraper  Brickwork Tiles  Primary Secondary | Objectives   * Create African patterns. * Experiment with poly print-making techniques using 1 or 2 colours. * Apply colour to an image using felts, oil pastels, paint or ink. * Look at African fabrics and costumes and gain influence when developing own ideas. * Create an African mask, an African shield and design an African inspired fabric. * Peer assess work and take part in class critique.   Skills  Developing ideas   * Respond to ideas and starting points. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use materials that are cut, torn and glued. * Colour own work neatly following the lines. * Layer colours using ink. * Use weaving to create a pattern. * Use repeated or overlapping shapes to create pattern. * Use digital media to create different textures, lines, tones, colours and shapes. * Use a combination of shapes to create 3D work.   Artists   * Describe the work of others. * Use some of the art studied to create pieces.   Vocabulary  Patterns Animals  Shapes Repeat  Masks Culture  Costume Symmetrical  Transfer Design  Technique Detail |

YEAR 1 – ART UNITS

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| What is Sculpture? | Portraits | Jungle Art |
| Objectives   * Look at 3D objects and sculptures, discussing similarities and differences. * Talk about how 2D materials can be made into 3D objects. * Begin to use artistic language. * Respond to a piece of sculpture. * Explore the nature of malleable materials. * Manipulate materials into 3D sculptures.   Skills   * Developing Ideas * Respond to ideas and starting points. * Mastering Techniques * Use thick and thin brushes. * Use a combination of materials that are   cut, torn and glued.   * Use a combination of shapes to create 3D work. * Use techniques such as rolling, cutting, moulding and carving. * Use clay to create 3D work. * Draw lines of different sizes and thickness.   Artists   * Describe the work of notable artists, artisans and designers.   Vocabulary  Sculpture Statue Pinching  Mannequin Shape Pulling  2d, 3d Texture Rolling  Clay Wood Metal  Manmade Natural Pipe cleaners  Collage Materials Fabric  Squeeze Twist Bend  Model Form  Andy Goldsworthy | Objectives   * Identify features that would be included in a self-portrait. * Sketch individual facial features. * Use a template to position and sketch facial features correctly. * Sketch half of a face as a continuation from a black and white photograph. * Produce a complete self-portrait.   Skills  Developing Ideas  Respond to ideas and starting points.  Mastering Techniques   * Use thick and thin brushes. * Draw lines of different sizes and thickness. * Colour own work neatly following the lines. * Recognise and use flesh coloured poster paint. * Follow steps to split the face into proportions.   Artists   * Describe the work of others.   Vocabulary  Sketch Wavy  Sharp Half  Colour mixing Warm colours  Cool colours Pastel  Mirror image Fine line  Thick line Soft  Detail  Proportions | Objectives   * Understand about the life of Henri Rousseau. * Explore and use the skills and techniques used by Henri Rousseau. * Comprehend the meaning of Henri’s genre (landscape and portrait). * Look at features of animals and implement these when creating imagery. * Use imagination and learning skills to paint a piece of art.   Developing Ideas   * Respond to ideas and starting points. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use thick and thin brushes. * Draw lines of different sizes and thickness. * Colour own work neatly following the lines. * Show different tones by using coloured pencils. * Use digital media to create different textures, lines, tones, colours and shapes.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Henri Rousseau Genre  Leaves Colour mixing  Colours Sketch  Flowers Imaginary  Portrait Image  Landscape Element |

YEAR 3 – ART UNITS

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| Quentin Blake Illustrations | Pattern and Print | Pop Art |
| Objectives   * Identify and emulate artist’s style when creating imagery. * Experiment with a range of drawing techniques. * Add detail to work to create character. * Apply watercolour to line drawings. * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use thick brushes for larger areas and thin brushes for detail. * Draw lines of different sizes and thickness. * Colour own work neatly following the lines. * Layer watercolours to make new colours. * Show different tones using a lead pencil. * Show different tones using coloured pencils. * Apply colour neatly.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Illustration Outline  Quinton Blake Annotate  Silhouette Texture  Wash background Tone  Cross hatch Sketch  Fine Line Trace | Objectives   * Identify features of patterns. * Design repeated patterns. * Evaluate own work. * Use printmaking to create a repeated pattern. * Use trace and transfer technique to create a repeated pattern. * Use complementary and harmonious colours when creating patterns. * Produce a colour wheel showing primary and secondary colours. * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information.   Explore different methods and materials as ideas develop.  Mastering Techniques   * Mix Primary colours to make secondary. * Create colour wheels (primary and secondary) * Show pattern and texture by adding dots and lines. * Show different tones using coloured pencils. * Use repeating or overlapping shapes to create pattern. * Use digital media to create lines, tones, colours and shapes.   Artists   * Use some of the artists studied to create pieces.   Vocabulary  Print Continuous Primary  Mosaic Monoprint Secondary  Patterns Eye-Catching Complementary  Overlap Orla Kiely Geometric | Objectives   * Explore the Pop Art movement. * Use Warhol’s blotting technique to create artwork. * Re-create some of Warhol’s artwork. * Investigate Warhol’s celebrity images and reproduce. * Use objects from popular culture to create artwork. * Evaluate own work.   Skills  Developing Ideas  Respond to ideas and starting points.  Explore ideas and collect visual information.  Explore different methods and materials as ideas develop.  Mastering Techniques  Use thick brushes for larger areas and thin brushes for detail.  Mix Primary colours to make secondary for images.  Create colour wheels (primary and secondary)  Draw lines of different sizes and thickness.  Colour own work neatly following the lines.  Show different tones by using coloured pencils.  Show pattern and texture by adding dots and lines.  Use repeating or overlapping shapes to create pattern.  Artists  Describe the work of notable artists, artisans and designers.  Use some of the artists studied to create pieces.  Vocabulary  Andy Warhol Pop art  Tone Random pattern  Repeated pattern Portrait  ‘Campbell’s Soup Can’ Colour testing  Primary colours Self-portrait |

YEAR 4 – ART UNITS

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| Art in Nature | Anglo Saxon Art | Seurat’s Pointillism |
| Objectives   * Explore the work of Andy Goldsworthy. * Observe and draw natural objects using line and shade. * Use printmaking techniques to create texture. * Work in groups to create compositions made from natural materials. * Implement compositional skills to create a pattern. * Recognise colours that are contrasting. * Use a range of materials to create patterns and texture.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use a combination of shapes to create 3D work and include lines and texture. * Use a range of materials to create 3D work. * Use techniques such as rolling, cutting, moulding and carving. * Use complementary colours to show contrast. * Colour own work neatly following the lines. * Show different tones by using lead and coloured pencils. * Show pattern and texture by adding dots and lines. * Use repeating or overlapping shapes to create pattern. * Draw lines of different thicknesses.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Andy Goldsworthy Spiral Repetition  Rain shadow Sketch Shading  Veining Wash Composition | Objectives   * Explore Anglo Saxon design. * Observe and draw Anglo Saxon objects using line and shade. * Re-create appropriate techniques to create pattern and texture. * Implement compositional skills to create a pattern. * Use a range of materials to create Anglo Saxon inspired jewellery.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use thick and thin brushes, which have been selected appropriately. * Mix Primary colours to make secondary. * Add white to colours to make tints and black to * colours to make tones. * Use a combination of shapes to create 3D work and include lines and texture. * Use a range of materials to create 3D work.. * Draw lines of different sizes and thickness. * Colour own work neatly following the lines. * Show different tones by using coloured pencils. * Show pattern and texture by adding dots and lines. * Use repeating or overlapping shapes to create pattern. * Create tone using a lead pencil.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Anglo Saxon Composition Secondary  Press Texture Jewellery  Symmetry Primary Brooch | Objectives   * Explore an artist’s ‘style’. * Explore how to create art in the style of pointillism -using a range of materials. * Understand how Seurat used colours in his artwork. * Recall primary, secondary, complementary and harmonious colours and then implement when creating imagery. * Investigate how Seurat created shading and effects. * Create a piece of Pointillism artwork.   Skills  Developing Ideas  Respond to ideas and starting points.  Explore ideas and collect visual information.  Explore different methods and materials as ideas develop.  Mastering Techniques  Use thick and thin brushes, which have been selected appropriately.  Mix Primary colours to make secondary.  Add white to colours to make tints and black to  colours to make tones.  Use a range of materials to create 2D work.  Draw lines of different sizes and thickness.  Colour own work neatly following the lines.  Show different tones by using coloured pencils.  Show pattern and texture by adding dots and lines.  Use digital media to create different textures, lines, tones, colours and shapes.  Artists  Describe the work of notable artists, artisans and designers.  Use some of the artists studied to create pieces.  Vocabulary  Pointillism Impressionism  Georges Seurat Portrait  Composition Shades  Tones Foreground  Background Complementary/Harmonious |

YEAR 5 – ART UNITS

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| How were Greek Gods immortalised?  Greek Sculpture | How has space and the night sky influenced artists?  Vincent Van Gogh and Peter Thorpe | How have great arists represented the sea?  Hokusai’s Great Wave and J.M.W Turner’s Fishermen at Sea |
| Objectives   * Find out about Ancient Greek pottery, sculpture and imagery. * Understand about techniques used by ancient Greeks. * Re-create Greek pattern using a range of materials and techniques. * Create 3D pieces using appropriate techniques (carving). * Re-create Greek pattern and imagery. * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use thick and thin brushes appropriately and skilfully. * Mix Primary colours to make secondary. * Use a combination of shapes to create 3D work and include lines and texture. * Use a range of materials to create 3D work. * Use techniques such as rolling, cutting, moulding and carving. * Draw lines of different sizes and thickness. * Colour own work neatly following the lines. * Show pattern and texture by adding dots and lines. * Use repeating or overlapping shapes to create pattern. * Create tones using lead pencils.   Artists   * Use some of the art studied to create pieces.   Vocabulary  Texture Rough Tactile  Smooth Plain  Patterned Raised  Depressed Visual | Objectives   * Find out about the work of post-impressionist Vincent van Gogh and Surrealist Peter Thorpe * Identify materials and techniques used. * Re-create versions of space inspired art * Use a range of materials to create specific details. * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Use thick and thin brushes appropriately and skilfully. * Add white to colours to make tints and black to * colours to make tones. * Use a combination of shapes to create 3D work and include lines and texture.   Draw lines of different sizes and thickness.   * Colour own work neatly following the lines. * Show different tones by using coloured and lead pencils. * Show pattern and texture by adding dots and lines. * Use repeating or overlapping shapes to create pattern. * Use digital media to create different textures, lines, tones, colours and shapes.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Features oil paint  Shape tone  Space Vincent Van Gogh  Pater Thorpe mood  Post-impressionism Surrealism  Layer | Objectives   * Research and explore the work of artist Hokusai and J.M.W Turner. * Emulate ‘The Great Wave’ using line and shade and then watercolour paint. * Re-create a Japanese sea scape using appropriate materials and techniques. * Compare Hoskusai’s Great Wave with Turner’s Fishermen at Sea * Identify and implement warm and cold colours.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Create a colour wheel showing primary, secondary and tertiary colours. * Use warm and cold colours top create effect. * Use thick and thin brushes appropriately and skilfully. * Mix Primary colours to make secondary and tertiary. * Add white to colours to make tints and black to   colours to make tones.   * Draw lines of different sizes and thickness. * Colour own work neatly following the lines. * Layer watercolours.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Sketch Palette  Watercolour Acrylic  Tone Tint  Mood Brush technique  Style Personality  Shade Shadow  Reflection Movement  Layer Elements |

YEAR 6 – ART UNITS

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| People in Action | Lowry’s Perspective | Landscapes |
| Objectives   * Show figuration from different angles. * Use a range of drawing techniques to create movement. * Implement proportional rules when drawing the human figure. * Select own moving image to draw/paint using learned skills. * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Experiment with techniques to create movement within an image. * Use suitable strategies to develop proportional drawings of the human figure. * Select and use thick and thin brushes to demonstrate specific artist’s techniques. * Mix Primary colours to make secondary and tertiary. * Draw lines of different sizes and thickness. * Show different tones by using pencils.   Vocabulary  Figures Shape Circle and tube  Sketch Moving technique  Proportion Limbs Movement  Posture Torso | Objectives   * Explore the work of Artist Lowry. * Draw lines showing 1 point perspective. * Draw lines showing 2 point perspective. * Use perspective drawing skills to create own image of a building. * Create a ‘street’ image in the style of Lowry * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Select and use thick and thin brushes to demonstrate specific artist’s techniques. * Mix Primary colours to make secondary. * Add white to colours to make tints and black to   colours to make tones.   * Follow a process for drawing in one and two point perspective. * Draw lines of different sizes and thickness. * Show different tones by using coloured and lead pencils. * Show pattern and texture by adding dots and lines.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  L.S. Lowry Watercolours  Horizon Proportion  Vanishing Point Pastels  1-point perspective Horizontal  2- point perspective Vertical  Parallel Straight | Objectives   * Collect visual information to help develop ideas. * Compare approaches and methods from different landscape artists. * Re-create images accurately. * Use gathered ideas to create a piece of artwork (landscape). * Evaluate own work.   Skills  Developing Ideas   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop.   Mastering Techniques   * Select and use thick and thin brushes to demonstrate specific artist’s techniques. * Mix Primary colours to make secondary. * Add white to colours to make tints and black to * colours to make tones. * Use a range of painting techniques:   impasto, watercolour washes, complementary colours  to create contrast.   * Draw lines of different sizes and thickness. * Show different tones by using coloured and lead pencils.   Artists   * Describe the work of notable artists, artisans and designers. * Use some of the artists studied to create pieces.   Vocabulary  Paul Cezanne Impasto Shadow  Foreground Sketch Cold colours  Background Watercolours Warm colours  Scenery Acrylics Shade Complementary colours Layers |