Subject: Art

In Reception children will have the opportunity to explore six different forms of art skills through continuous provision. In KS1 and KS2, every two years they will visit the 6 areas in more detail focusing on progression and development of skills. Where possible links to the following artist will support and enhance the art curriculum. In some areas this may be a focus during one lesson and in others it will support throughout the whole unit to work towards a final outcome. * If a better artist is identified when planning to support the skills being learnt ,this is okay to change however ensure the artist is not being used elsewhere across the school and inform Subject leader to change the LTP.

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Year R</td>
<td>Drawing
-Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
-Begin to show accuracy and care when drawing
-Share their creations, explaining the process they have used.

-Begin to use a variety of drawing tools
-Use drawings to share ideas
-Encourage accurate drawings of people</td>
<td>Painting
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
-Share their creations, explaining the process they have used.

-Experimenting with and using primary colours
-Naming
-mixing (not formal)
-Learn the names of different tools that bring colour</td>
<td>Textiles
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
-Share their creations, explaining the process they have used.

--Handling, manipulating and enjoying using materials
-Sensory experience</td>
<td>3D
-Use a range of small tools, including scissors, paintbrushes and cutlery.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
-Share their creations, explaining the process they have used.

-Handling, feeling, enjoying and manipulating materials
-Constructing
-Building and destroying
-Shape and model</td>
<td>Printing
-Use a range of small tools, including scissors, paintbrushes and cutlery.
-Share their creations, explaining the process they have used.

-Rubbings
-Print with variety of objects
-Print with block colours</td>
<td>Collage
-Use a range of small tools, including scissors, paintbrushes and cutlery.
-Share their creations, explaining the process they have used.

-Repeating patterns
-Irregular painting patterns</td></tr>
<tr><td>Year 1</td>
<td colspan="2">Painting Jackson Pollock and Wassily Kandinsky (Science link –seasons)

● Name the primary and secondary colours
● choose to use thick and thin brushes as appropriate
● make tints by adding white
make tones by adding black
● mix paint to create all the secondary colours
 </td>
<td colspan="2">3D Sculpture Joan Meck and Andy Goldsworthy (Neil Armstrong – History Link)

● add texture by using tools
● make different kinds of shapes
● cut, roll and coil materials such as clay, dough or plasticine
● use a variety of techniques, eg. rolling, cutting, pinching

● make a clay pot
● add line and shape to their work
● use a variety of natural, recycled and manufactured materials for
 </td>
<td colspan="2">Collage Pablo Picasso – Priory Gardens Landscapes - Geography
● cut and tear paper and card for their collages

gather and sort the materials they will need
● create individual and group collages
● use different kinds of materials on their collage and explain why they have chosen them
● use repeated patterns in their collage</td></tr>
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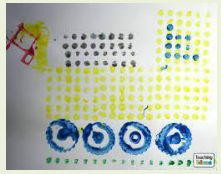
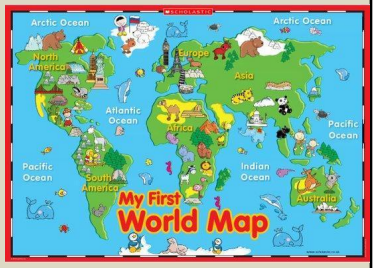
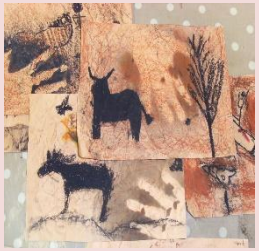
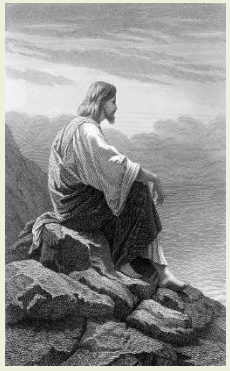
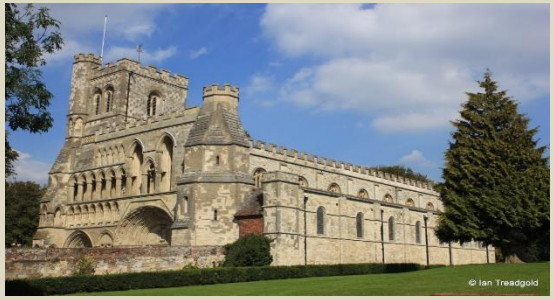
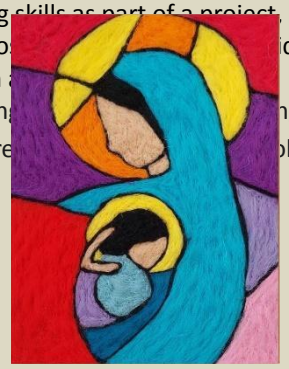
	● mix their own brown ● paint a picture based on an artist ● create moods in their paintings ● Link to the seasons of the year – cross-curricular links.	sculpting, e.g. clay, straw and car d ● Space art – Linked to Neil Armstrong - History	● History – Priory Gardens landscape collages
Year 2	**Printing** *Andy Warhol* ● print with sponges, vegetables and fruit ● print onto paper and textile ● design their own printing block based on an artist. ● create a repeating pattern  ● create a print using pressing and rolling ● create a print like an artist using on colour ● Great Fire of London – Printed art – History link – Print of the houses (templates)? 	**Drawing** *Vincent Van Gogh* ● draw using pencil, felt-tips and crayons ● draw lines of different shapes and thickness, using 2 different grades of pencil ● use dots and lines to demonstrate pattern and texture ● use three different grades of pencil in their drawing (4B, 8B, HB) ● create different tones using light and dark ● show patterns and texture in their drawings ● use a viewfinder to focus on a specific part of an artefact before drawing it ● Kenya – focus – Geography cross-curricular link? 	**Textiles** *Maps*  ● sort threads and fabrics ● group fabrics and threads by colour and texture ● weave with fabric ● join fabric using glue ● sew fabrics together using large- eyed needles and a running stitch ● create a collaborative whole-class map (blanket), e.g. a map of the school grounds, map of the UK – sew the main shapes on, or an aerial map of Dunstable.
Year 3	**Painting** *Gustav Klimt (Stone Age/Iron Age Focus)*  ● know where each of the primary and secondary colours sits on the colour wheel ● predict with accuracy the colours that they mix ● use a range of brushes to create different effects ● create mood in their paintings ● use varied brush techniques to create shapes, textures, patterns and lines ● create all the colours they need for a painting	**3D** *Henry Moore / Ancient Egypt Link* ● add texture to a piece of work ● add onto their work to create texture and shape ● create pop-up card/book individually or as a class ● experiment with and combine materials and processes to design and make 3D form begin to sculpt clay and other mouldable materials (sculpt a pyramid a sphynx). 	**Collage** *Theme: Desert Collages* ● explore pattern in nature and architecture ● create a geometric pattern using skills such as zigzags, chequerboard, curved lines, spirals and circles ● select colours and materials to create effect, giving reasons for their choices

	● Create a cave painting incorporating all of the skills listed above.		● create a symbolic pattern using images such as sand dunes, sand storms, cactuses etc.
Year 4	**Drawing** *Leonardo Da Vinci (Geography/RE link)* ● identify and draw simple objects, and use marks and lines to produce texture ● use different grades of pencil shade, to show different tones, lines and texture begin to show facial expressions and body language in their sketches ● show reflection ● explain why they have chosen specific materials to draw with  ● use their sketches in sketch book to produce a final piece of work – chose a landscape to demonstrate these skills e.g. rainforest, rivers or mountains and draw a representation of Jesus (to incorporate the skills above) in this particular landscape.	**Textiles** Roman Empire ● develop skills in stitching, cutting and joining ● use more than one type of stitch ● join fabric together ● use sewing to add detail to a piece of work ● use early textile and sewing skills as part of a project of making a Roman Empire robe or cape. ● use a techniques such as stitching to create different textural effects. 	**Printing** *Pablo Picasso / History Link (Dunstable)* ● make a printing block using string to create a design ● print using at least four colours ● create an accurate print design ● print onto different materials ● Use sketchbook for recording ideas ● Create a Pablo Picasso style design using the Priory Church as the main focus point. 

Year 5	**Painting** Monet / Anglo-Saxons – History Lin ● create a colour palette, demonstrating mixing techniques ● create mood in their paintings ● express emotions accurately through painting and sketches ● explain what their own style is ● use skills to create Anglo-Saxon corn paintings or Anglo-Saxon style pattern art. 	**3D** *Anthony Gormley / Vikings – History Link* ● experiment with and combine materials and processes to design and make 3D form ● create models in using varying scales ● create work which is open to interpretation by the audience ● include both visual and tactile elements in their work ● use the skills above to create a Viking clay boat 	**Collage** *Theme: Roman Mosaic / South America - Geography* ● combine visual and tactile qualities ● use ceramic mosaic to produce a piece of art ● create and arrange accurate patterns ● use a range of mixed media ● justify the materials they have chosen ● combine pattern, tone and shape ● use the skills above to create a Brazilian theme mosaic piece of art
Year 6	**Drawing** *Photographer- Ansel Adams – Extreme Earth - Geography* ● organise line, tone, shape and colour to represent photography ● show light, shadow and reflection ● show an awareness of space when drawing ● use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching ● Effect of light on objects and people from different directions ● explain why they have chosen specific materials and drawing techniques 	**Printing** *India Flint – Our Local Area - Geography* create an accurate print design that meets a given criteria ● print onto different materials ● use a range of paint that prints onto material ● create a hapa zome print ● use a range of paint to create visually interesting pieces ● use the natural environment/school grounds for inspiration for printing.	**Textiles** *Theme: Bayeux tapestry – RE – Religious themed art/tapestry* ● use textile and sewing skills as part of a project, ● use running stitch, cro… …ique and/or embroidery in … ● experiment with a ran… …g and layering in order to cre… …olour ● include both visual and tactile elements in their work ● add decoration to create effect