




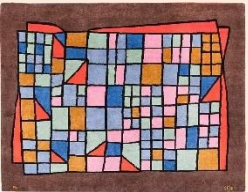









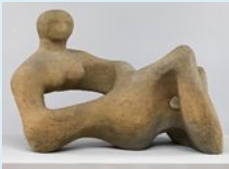
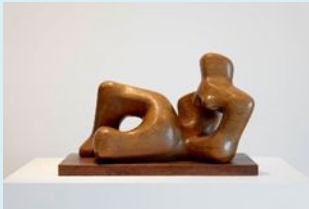

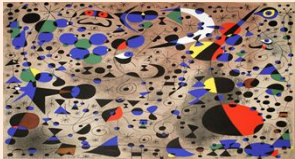

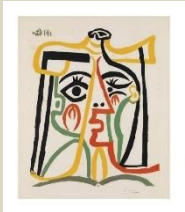





Subject: Art

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Drawing -Begin to use a variety of drawing tools -Use drawings to tell a story Investigate different lines - Explore different textures -Encourage accurate drawings of people	Colour -Experimenting with and using primary colours -Naming -mixing (not formal) -Learn the names of different tools that bring colour -Use a range of tools to make coloured marks on paper	Texture -Handling, manipulating and enjoying using materials -Sensory experience -Simple collages -Simple weaving	Form -Handling, feeling, enjoying and manipulating materials -Constructing -Building and destroying -Shape and model	Printing -Rubbings -Print with variety of objects -Print with block colours	Pattern -Repeating patterns -Irregular painting patterns -Simple symmetry
Year 1	Colour <i>Jackson Pollock</i> -Name all the colours -Mixing of colours -Find collections of colour -Applying colour with a range of tools -Begin to describe colours by objects -Make as many tones of one colour as possible (using white) -Darken colours without using black – using colour on a large scale  	Form <i>Andy Goldsworthy</i> -Construct -Use materials to make known objects for a purpose -Carve -Pinch and roll coils and slabs using a modelling media. -Make simple joins -Awareness of natural and man-made forms -Expression of personal experiences and ideas -To shape and form from direct observation (malleable and rigid materials) -Decorative techniques -Replicate patterns and textures in a 3-D form of work and that of other sculptors  	Pattern <i>Paul Klee</i> -Awareness and discussion of patterns -Repeating patterns -Symmetry -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning -Natural and manmade patterns -Discuss regular and irregular   			
Year 2	Drawing <i>Vincent Van Gogh</i>		Texture <i>Molly Williams or Mandy Pattullo</i>		Printing <i>Dan Mather</i>	

	<ul style="list-style-type: none"> -Extend the variety of drawings tools -Explore different textures -Observe and draw landscapes -Observe patterns -Observe anatomy (faces, limbs) -Experiment with tools and surfaces -Draw a way of recording experiences and feelings -Discuss use of shadows, use of light and dark -Sketch to make quick records  	<ul style="list-style-type: none"> -Weaving -Collage -Sort according to specific qualities -Overlapping and overlaying to create effects -Use large eyed needles - running stitches -Simple appliqué work -Start to explore other simple stitches  	<ul style="list-style-type: none"> -Create patterns -Develop impressed images -Relief printing -Print with a growing range of objects -Identify the different forms printing takes  
Year 3	<p>Colour <i>Ben Mosley</i></p> <ul style="list-style-type: none"> -Colour mixing -Make colour wheels -Introduce different types of brushes -Techniques -Apply colour using dotting, scratching, splashing - Colour mixing and matching; tint, tone, shade -Observe colours -Suitable equipment for the task -Colour to reflect mood  	<p>Form <i>Henry Moore</i></p> <ul style="list-style-type: none"> -Shape, form, model and construct (malleable and rigid materials) -Plan and develop -Understanding of different adhesives and methods of construction -Aesthetics -Experience surface patterns / textures -Discuss own work and work of other sculptors - Analyse and interpret natural and manmade forms of construction  	<p>Pattern <i>Joan Miro</i></p> <ul style="list-style-type: none"> -Pattern in the environment -Design – using ICT -Make patterns on a range of surfaces -Symmetry -Explore environmental and manmade patterns -Tessellation  
Year 4	<p>Drawing <i>Leonardo Da Vinci</i></p> <ul style="list-style-type: none"> -Experiment with the potential of various pencils -Close observation -Draw both the positive and negative shapes -Initial sketches as a preparation for painting -Accurate drawings of people – particularly faces Identify and draw the effect of light 	<p>Texture <i>Linda Calverley</i></p> <ul style="list-style-type: none"> -Use smaller eyed needles and finer threads -Weaving -Tie dying -Batik -Use a wider variety of stitches -Observation and design of textural art -Experimenting with creating mood, feeling, movement -Compare different fabrics 	<p>Printing <i>Picasso</i></p> <ul style="list-style-type: none"> -Relief and impressed printing -Recording textures/patterns -Monoprinting -Colour mixing through overlapping colour prints 

	<ul style="list-style-type: none"> -Scale and proportion -Accurate drawings of whole people including proportion and placement -Work on a variety of scales – computer generated drawings 	<p>Develops experience in embellishing – Applies knowledge of different techniques to express feelings – Work collaboratively on a larger scale</p>  	<ul style="list-style-type: none"> -Use sketchbook for recording textures/patterns -Interpret environmental and manmade patterns --Modify and adapt print 
<p>Year 5</p>	<p>Colour <i>Marc Chagall</i></p> <ul style="list-style-type: none"> -Hue, tint, tone, shades and mood – explore the use of texture in colour -Colour for purposes -Effect of light on objects and people from different directions -Interpret the texture of a surface -Produce increasingly accurate drawings of people -Concept of perspective 	<p>Form <i>Barbara Hepworth</i></p> <ul style="list-style-type: none"> -Plan and develop ideas -Shape, form, model and join -Observation or imagination -Properties of media -Plan and develop ideas -Discuss and evaluate own work and that of other sculptors  	<p>Pattern <i>Bridget Riley</i></p> <ul style="list-style-type: none"> -Combining prints -Design prints -Make connections -Discuss and evaluate own work and that of others -Create own abstract pattern to reflect personal experiences and expression -Create pattern for purposes -Create own abstract pattern to reflect personal experiences and expression -Create pattern for purposes  
<p>Year 6</p>	<p>Drawing <i>Photographer- Ansel Adams</i></p> <ul style="list-style-type: none"> -Effect of light on objects and people from different directions -Photography -Produce increasingly accurate drawings of people -Concept of perspective 	<p>Texture <i>Gustav Klimt</i></p> <ul style="list-style-type: none"> -Use stories, music, poems as stimuli -Select and use materials -Embellish work -Fabric making -Artists using textiles 	<p>Printing <i>Andy Warhol</i></p> <ul style="list-style-type: none"> -Builds up drawings and images of whole or parts of items using various techniques -Screen printing -Explore printing techniques used by various artists  