



*Fairway Primary
School*

Art & Design Long Term Planning

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Updated:	July 2024 July 2026

≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

CONTENT

This concept asks children to think about what the artwork is about. Who or what is it about? It asks if the artwork is a realistic representation of the subject matter or if it has been exaggerated or distorted. As children progress in their appreciation and analysis of artworks they may consider if the art is surface deep or if there are any hidden messages or meanings communicated to the viewer with symbols or metaphors.

FORM

This concept asks children to think about the composition of artworks - how they have been arranged. They may consider the colour scheme that has been used. Is it, for example, a harmonious one or one built up of contrasts? They may consider if there is one or more dominant colours. The children may consider if there is a focal point, dominant shape or figure; if there has been a choice made about the position of a figure in the piece; what is going on in the foreground and background; and in 3D work have some features been given more importance? They may consider if there are recurring shapes, lines, rhythms, forms, which determine the design of the work.

PROCESS

This concept deals with how artworks have been made and what they have been made with. Children consider what materials, tools, processes and techniques the artist has used. They may think about the stages the artist may have gone through to make the art. Might the artist, for example, have made supporting studies sketches, photographs, collages or stencils? Children might consider if the artwork was done quickly or if it evolved slowly over a long period. They will think about the art skills the artist used to create the work. For example cutting, tearing, colour matching, roiling, joining, observational drawing, weaving etc.

MOOD

This concept asks the children to consider the mood created by the artwork. They will connect with it on a personal level answering questions like: 'how does it make you feel?'; 'does it remind you of a feeling or emotion?'; 'can you imagine what the artist's feelings were while producing the work?'; 'is the work quiet/noisy, soothing/disturbing, happy/sad, relaxed/jarring etc.' Children may be asked if they like it and why/why not. As children progress they might explain how the artist has created the mood in the piece through use of colour, texture, shape, images etc.

SUBJECT CONTENT EYFS

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

SUBJECT CONTENT KS1

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

SUBJECT CONTENT KS2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

NURSERY

ART & DESIGN SKILLS (Taught throughout the year)

- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc

NURSERY

AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
BELONGING	ARTISIT: Szilajka Erzsebet An Hungarian artist who arranges ordinary pebbles into works of art that represents families • I can make marks intentionally in sand, shaving foam and using paint, chalk, etc. • I can use paint, mud, cornflour, jelly, shaving foam using my fingers and other parts of my body as well as brushes. • I can draw on a large scale a simple face to represent myself	HOW WILL WE GET THERE?	ARTISIT: Andy Goldsworthy An artist that uses natural resources to explore patterns, forms and sculptures • I can draw on a large scale with increasing complexity and detail eg nose • I can paint with a range of tools eg twigs, brushes • I can develop my own ideas e.g. stick to collage, join using glue or tape, • I can show different emotions in my drawings e.g. happiness/sadness	INTO THE GARDEN WE GO!	ARTISIT: Lauren Child children's author and illustrator – use of fabric to collage pictures • I can free paint an idea and talk about it • I can draw an object e.g. sunflower • I can decide what I want to use to make models and collages
VOCABULARY	Large scale Texture	VOCABULARY	Environmental Collage Emotions	VOCABULARY	Illustrator

AUTUMN		SPRING		SUMMER	
SEARCH FOR A HERO	ARTISIT: Wassily Wassilyevich A Russian painter using geometric forms, lines, and colours to create art -Squares with concentric circles - I can express ideas and feelings through making marks and sometimes give meaning to my marks. - I can manipulate and play with different materials making simple models. - I can scrunch, tear and roll paper. - I can draw horizontal and vertical lines, squiggles and zig zags	TRADITIONAL TALES	ARTISIT: J M W Turner A sunset sky over landscape – colour mixing with paint to illustrate the time of day: Sunrise over Fairway James Brunt Links with shape vocab in Maths - I can mix colours together and talk about what happens - I can manipulate clay/malleable e.g. squeezing - I can make imprints and recognise texture - I can listen to music and use a pen to make marks representing the sounds I hear - I can make imaginative small worlds with blocks and constructions kits	WHERE IN THE WORLD?	El Anatsui used recycles materials to create structures – The Tin Forest by Helen Ward On Sudden Hill by Lina Sarah Edward Tingatinga – African Art Aboriginal Dot Art - I can cut dough using scissors blunt knives and cutters - I can draw with a pencil on a small piece of paper adding finer details - I can use colours to express feelings of happiness, sadness and worry
VOCABULARY	Concentric Geometric Scrunch Tear Roll Horizontal Vertical Zig zag	VOCABULARY	Texture Malleable imprint	VOCABULARY	Recycled Emotions Structure

RECEPTION

ART & DESIGN SKILLS (Taught throughout the year)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

RECEPTION

AUTUMN		SPRING		SUMMER	
Topic	Unit of Study	Topic	Unit of Study	Topic	Unit of Study
MARVELLOUS ME	ARTISI: Paul Klee - self portraits • Draw people with more accuracy • Use colour for a purpose, • Use a range of tools competently and safely e.g. scissors, different sized paint brushes, hole punch etc • Use blocks/construction toys to build 'small worlds'	ANTARCTICA	ARTISI: Andy Goldsworthy Snowballs melting • I can experiment to create different textures • I can use larger scale loose parts to create with • I can create collaboratively, sharing ideas, resources and skills	WINGS & LIVING THINGS	ARTISI: Matt Willey – The Good of the Hive • I can use a range of materials to create different textures (linked to creating a background)
VOCABULARY	Accuracy Purpose	VOCABULARY	Texture Large scale Collaborative	VOCABULARY	Texture

AUTUMN		SPRING		SUMMER	
DARK DAYS AND COSY NIGHTS	ARTISI: Nick Parks – modelling with clay - I can name the primary colours - I can mix two colours to make the secondary colours - I can manipulate materials to have a planned effect	TWISTED TALES	ARTISI: African weaving – in the style of African Kente cloth I can use items found in the natural world to create art in the style of a famous artist	AMAZING ADVENTURES & GOLDEN SANDS	ARTISI: Eric Carle - I can explain how I created something - I can explain why I chose a particular technique/material - I can return to extend my creative learning
VOCABULARY	Primary colours Secondary colours Manipulate	VOCABULARY	Natural Kente cloth	VOCABULARY	Technique Material

YEAR 1

	THEME WEEK	FOREST SCHOOL UNIT	UNIT ONE	UNIT TWO	THEME WEEK
UNIT	PORTRAIT WEEK	ART IN THE ENVIRONMENT	PEOPLE & PLACES	FLORA & FAUNA	ARTIST CONNECTED TO CONTINENT STUDY
ARTIST STUDY	Giuseppe Arcimboldo	Andy Goldsworthy/ Kay Sekimachi	George Seurat	Henri Matisse/ Clare Youngs	Rhonda Sharpe
VOCABULARY	Colour Pattern Line Shape Collage Portrait		Primary colours Secondary colours Sketch Landscape Figures Pointillist	Collage Pattern Roll/rolling Coil/coiling Attach/attaching Modelling tools	Attach/attaching Aboriginal Thread Needle Stitch

NATIONAL CURRICULUM OBJECTIVES	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
	- to use a range of materials creatively to design and make products - to use drawing, painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	- to use a range of materials creatively to design and make products - to use drawing, painting to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

FOCUS	<u>Artist Study:</u> Look at work of Arcimboldo underpinned by concepts.	<u>Artist Study:</u> Look at work of Andy Goldsworthy & Kay Sekimachi underpinned by concepts.	<u>Artist Study:</u> Look at work of George Seurat underpinned by concepts.	<u>Artist Study:</u> Look at 'The Snail' by Henri Matisse and work of Clare Youngs focusing on pattern underpinned by concepts.	<u>Artist Study:</u> Look at the work of modern day Aboriginal artist Rhonda Sharpe underpinned by concepts.
	<u>Techniques & Skills:</u> • Learn how to take a digital photograph and print. • Observational drawing of fruit and vegetables in pencil, chalk, oil pastel. • Begin to use scissors and tearing to create shapes. • Arrange and glue materials to different backgrounds.	<u>Techniques & Skills:</u> • Understand and use colour matching/ form/texture in nature. • Learn how to layer natural materials to create 3D structures. • Explore different methods of fixing one material to another. • Learn how to take a digital photograph and print.	<u>Techniques & Skills:</u> • Name primary and secondary colours. • Mix secondary colours. • Discuss favourite colours and why colours may be used for different purposes. • Sketch outline of landscape and figures. • Practice applying colour in pointillist style.	<u>Techniques & Skills:</u> • Draw and collage snails. • Create an image from a variety of cut or torn materials. • Explore a range of drawing tools to make marks. • Draw from imagination. • Experiment with clay; rolling, coiling, attaching, using clay. • Imprint and apply decoration to a 3D model. • Use a range of modelling tools in a safe way	<u>Techniques & Skills:</u> • Experiment with aboriginal pattern • Sketch ideas for figure. • Explain how to thread a needle. • Experience simple stitches.
	<u>Application:</u> Create a self-portrait in style of Arcimboldo using digital photograph and collaged observational drawings.	<u>Application:</u> Use leaves/ natural materials to produce a collaborative artwork.	<u>Application:</u> To create a pointillist picture that includes landscape and people using paint.	<u>Application:</u> Make a 3D clay tile of an animal using the pattern inspiration of Clare Youngs.	<u>Application:</u> Attach various materials onto filled sock making choices about hair, eyes, colours, ways of attaching.

YEAR 2

	THEME WEEK	FOREST SCHOOL UNIT	UNIT ONE	UNIT TWO	THEME WEEK
UNIT	PORTRAIT WEEK	ART IN THE ENVIRONMENT	PEOPLE & PLACES	FLORA & FAUNA	ARTIST CONNECTED TO CONTINENT STUDY
ARTIST STUDY	Pablo Picasso	Andy Goldsworthy/ Kay Sekimachi	Edward Munch/ Vincent Van Gogh	Maurits Cornelis Escher	Joan Miro
VOCABULARY	Colour Pattern Texture Line Shape Form Space Media Secondary colours Tertiary colours Abstract Portrait		Background Skyscape Textures Colour wheel Weave/weaving/ woven	Secondary colour Tertiary colour Printing block tessellation	Collage Stencil Attach/attaching Mobile

NATIONAL CURRICULUM OBJECTIVES	<u>Pupils should be taught:</u> • to use a range of materials creatively to make products • to use drawing, painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, line, shape, form and space • about the work of a range of artists making links to their own work.	<u>Pupils should be taught:</u> • to use a range of materials creatively to design and make products • to use drawing, and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Pupils should be taught:</u> • to use a range of materials creatively to design and make products • to use drawing, to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Pupils should be taught:</u> • to use a range of materials creatively to design and make products • to use drawing, painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using, pattern, line, shape, form and space • about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Pupils should be taught:</u> • to use a range of materials creatively to design and make products • to use drawing and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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FOCUS	<u>Artist Study:</u> Look at work of Picasso portraits underpinned by concepts. <u>Techniques & Skills:</u> • Experiment with a range of drawing tools and surfaces. • Sketch to make records. • Begin to control marks made with different media. • Describe a range of colours. • Mix a range of secondary and tertiary colours. <u>Application:</u> Create a self-portrait in paint and pen in the abstract style of Picasso.	<u>Artist Study:</u> Look at work of Andy Goldsworthy & Kay Sekimachi underpinned by concepts. <u>Techniques & Skills:</u> • Understand and use colour matching/ form/texture in nature. • Learn how to layer natural materials to create 3D structures. • Explore different methods of fixing one material to another. • Learn how to take a digital photograph and print. <u>Application:</u> Use leaves/ natural materials to produce a collaborative artwork.	<u>Artist Study:</u> Look at the pictures of Van Gogh especially the backgrounds of his painting 'Starry Night' and 'The Scream' by Edward Munch. <u>Techniques & Skills:</u> • Describe a range of colours. • Be able to discuss the colour wheel. • Experience different approaches to simple weaving using different medium. <u>Application:</u> Create a woven piece in response to the different skylscapes in the works above making choices about colours and textures of materials.	<u>Artist Study:</u> Look at the work of Escher. Look at the tessellation within his pictures. <u>Techniques & Skills:</u> • Sketch to make records. • Begin to control marks made with different media. • Describe a range of colours. • Mix a range of secondary and tertiary colours. • Create printing block of an animal <u>Application:</u> Create a printed piece using blocks that have been created by the children.	<u>Artist Study:</u> Look at the work of Miro underpinned by the concepts. <u>Techniques & Skills:</u> • Experiment with collaging coloured shapes • Use stencils and rulers to draw shapes • Use scissors carefully and with accuracy to cut out shapes • Attach shapes to mobile using appropriate techniques and materials <u>Application:</u> Create a mobile of coloured shapes using threads and wire
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YEAR 3

	THEME WEEK	FOREST SCHOOL UNIT	UNIT ONE	UNIT TWO	THEME WEEK
UNIT	PORTRAIT WEEK	ART IN THE ENVIRONMENT	PEOPLE & PLACES	FLORA & FAUNA	ARTIST CONNECTED TO CONTINENT STUDY
ARTIST STUDY	Julian Opie	Andy Goldsworthy/ Kay Sekimachi	David Hockney	Georgia O'Keefe/ Vincent Van Gogh	Zarah Hussain
VOCABULARY	Portrait Sketch Tint Hue Shade Colour Line		Digital media Photograph Collage Landscape	Roll/rolling Coil/coiling Attach/attaching Modelling tools Marking Scratching Carving Pattern Texture Form Shape	Print Pattern Tessellations

NATIONAL CURRICULUM OBJECTIVES	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <u>Pupils should be taught:</u> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <u>Pupils should be taught:</u> • to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <u>Pupils should be taught:</u> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <u>Pupils should be taught:</u> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <u>Pupils should be taught:</u> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.
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FOCUS	<u>Artist Study:</u> Look at the work of Julian Opie to create own self portrait. <u>Techniques & Skills:</u> • Use a sketchbook to document and develop ideas. • Create initial sketches for painting. • Make tints of one colour by adding white. • Darken/ lighten colours without using black/white. <u>Application:</u> Create a self-portrait in the style of Julian Opie focusing on colour and line.	<u>Artist Study:</u> Look at work of Andy Goldsworthy & Kay Sekimachi underpinned by concepts. <u>Techniques & Skills:</u> • Use a sketchbook to document and develop ideas • Understand and use colour matching/ form/texture in nature. • Learn how to layer natural materials to create 3D structures. • Explore different methods of fixing one material to another. • Learn how to take a digital photograph and print. <u>Application:</u> Use leaves/ natural materials to produce a collaborative artwork.	<u>Artist Study:</u> Look at the work of David Hockney underpinned by concepts. <u>Techniques & Skills:</u> • Use a sketchbook to document and develop ideas incl. digital media • Learn how to take a digital photograph and print. • Experiment with overlapping pictures to create desired effect. • Overlap photos to create landscape • Collect and select textured papers to form a collaged image • Use a graphics package to create images using different tools and effects. <u>Application:</u> Create a picture using photo collage and painting.	<u>Artist Study:</u> Look at the work of Georgia O'Keefe and Vincent Van Gogh 'Sunflowers' underpinned by concepts. <u>Techniques & Skills:</u> • Use a sketchbook to document and develop ideas. • Experiment with a range of drawing tools and surfaces. • Begin to control marks made with different media. • Experiment with clay; rolling, coiling, joining, marking, scratching, carving and cutting lines. • Make slip to join and secure pieces of clay together • Produce more intricate surface patterns using a range of processes. • Show an awareness of how texture, form and shape can be transferred from 2D to 3D <u>Application:</u> Create a sculpture from clay of flowers with emphasis on texture and form.	<u>Artist Study:</u> Look at the work of Zarah Hussain underpinned by concepts. <u>Techniques & Skills:</u> • Use a sketchbook to document and develop ideas. • Design and create a repeated relief print considering back ground paper. <u>Application:</u> Create a picture through use of printing using pattern in the environment as a stimulus.
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YEAR 4

	THEME WEEK	FOREST SCHOOL UNIT	UNIT ONE	UNIT TWO	THEME WEEK
UNIT	PORTRAIT WEEK	ART IN THE ENVIRONMENT	PEOPLE & PLACES	FLORA & FAUNA	ARTIST CONNECTED TO CONTINENT STUDY
ARTIST STUDY	Hannah Hock	Andy Goldsworthy/ Kay Sekimachi	Stephen Wiltshire/ Oscar Niemeyer	Michael Brennard-Wood	Ad Minoliti
VOCABULARY	Portrait Abstract Collagraph Tearing Overlapping Collage Digital media		Scale Proportion Monochrome Architects Skyline Futuristic	Collage Stich/stitches Textile Thread Fabric Textiles Craft	Collage Texture

NATIONAL CURRICULUM OBJECTIVES	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.

FOCUS	<u>Artist Study:</u> Look at the work of Hannah Hock to create own self portrait. <u>Techniques & Skills:</u> • Begin to discuss how they are influenced by the work of other artists. • Design and create a collograph print using a range of materials • Develops experience in embellishing, using more advanced joining techniques • Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose • Begin to use digital media to record and evaluate a creative learning journey <u>Application:</u> Create a self-portrait in the style of Hannah Hock using mixed media of digital photo and collage.	<u>Artist Study:</u> Look at work of Andy Goldsworthy & Kay Sekimachi underpinned by concepts. <u>Techniques & Skills:</u> • Understand and use colour matching/ form/texture in nature. • Learn how to layer natural materials to create 3D structures. • Explore different methods of fixing one material to another. • Demonstrate awareness in environmental sculpture. • Adapt work when necessary and explain why. • Learn how to take a digital photograph and print. <u>Application:</u> Use leaves/ natural materials to produce a collaborative artwork.	<u>Artist Study:</u> Look at work of Stephen Wiltshire & Oscar Niemeyer underpinned by concepts. <u>Techniques & Skills:</u> • Consider scale and proportion • Create accurate observational drawings • Work on a variety of scales • Draw for a sustained period of time • Collect and record visual information • Plan and collect source material • Develop techniques to create intricate patterns – range of media • Experiment mark-making in monochrome media • Experiment with line widths • Record ideas in sketchbooks • Make observational drawings from buildings seen and in photographs • Discuss the work of other architects and how these have influenced their own work / designs <u>Application:</u> Create a skyline drawing in black and white including futuristic buildings in the style of Oscar Niemeyer.	<u>Artist Study:</u> Look at work of Michael Brennard-Wood underpinned by concepts. <u>Techniques & Skills:</u> • Develops experience in embellishing, using more advanced joining techniques • Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images • Become confident with a range of stitches to stitch a range of fabrics together • Record textile explorations and experimentation as well as trying out ideas • Change and modify threads and fabrics, use language appropriate to skill and technique <u>Application:</u> Create a 3D collaborative piece using textiles and craft application.	<u>Artist Study:</u> Look at work of Frieda Kahlo underpinned by concepts. <u>Techniques & Skills:</u> • Gain experience in overlaying colours • Start to overlay paint with other media • Continue to experience in combining prints to produce an end piece • Explore, experiment, plan and collect source material for future work • To create a photomontage using given photographs from a range of sources <u>Application:</u> Create a 3D picture through use of colour, pattern and texture.
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YEAR 5

	THEME WEEK	FOREST SCHOOL UNIT	UNIT ONE	UNIT TWO	THEME WEEK
UNIT	PORTRAIT WEEK	ART IN THE ENVIRONMENT	PEOPLE & PLACES	FLORA & FAUNA	ARTIST CONNECTED TO CONTINENT STUDY
ARTIST STUDY	Andy Warhol	Andy Goldsworthy/ Kay Sekimachi	LS Lowry/ Alberto Giacometti	Henri Rousseau	Yayoi Kusama
VOCABULARY	Portrait Hue Tint Tone Shade Texture Layered images		Viewpoint Horizon line Perspective Sculpture	Hue Tint Tone Shade Mood	Tints Tones Shades Tearing Overlapping Layering Collage

NATIONAL CURRICULUM OBJECTIVES	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<u>Pupils should be taught:</u> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.

FOCUS	<u>Artist Study:</u> Look at the work of Andy Warhol to create own self portrait. <u>Techniques & Skills:</u> • Make and discuss hue, tint, tone, shade and mood • Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices • Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks made and experiment with different effects and textures • Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools • Understand that a digital image can be made up of different layers • Create layered images from original ideas <u>Application:</u> Create a self-portrait in the style of Andy Warhol through use of photo image and colour blocking.	<u>Artist Study:</u> Look at work of Andy Goldsworthy & Kay Sekimachi underpinned by concepts. <u>Techniques & Skills:</u> • Understand and use colour matching/ form/texture in nature. • Learn how to layer natural materials to create 3D structures. • Explore different methods of fixing one material to another. • Learn how to take a digital photograph and print. <u>Application:</u> Use leaves/ natural materials to produce a collaborative artwork.	<u>Artist Study:</u> Look at work of LS Lowry and Alberto Giacometti underpinned by concepts. <u>Techniques & Skills:</u> • Work in a sustained and independent way to create an accurate, detailed drawing. • Draw from different viewpoints considering horizon lines. • Begin to consider perspective • Work from a variety of sources including observation and photographs to develop own work. • Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish) • Understand that a range of media can be selected (due to their properties) for different purposes • Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors. <u>Application:</u> Draw stick figures in movement and recreate these a wire and modroc sculpture.	<u>Artist Study:</u> Look at work of Henri Rousseau underpinned by concepts. <u>Techniques & Skills:</u> • Make and discuss hue, tint, tone, shade and mood • Mix colours, shades, tones, tints with confidence, building on previous knowledge • Select colour for purpose explaining choices • Discuss how colour can be used to express ideas, feelings and mood. • Confidently control the types of marks made and experiment with different effects and textures <u>Application:</u> Create a picture that illustrates depth of colour and detail through a use of a range of medium.	<u>Artist Study:</u> Look at work of Yayoi Kusama underpinned by concepts. <u>Techniques & Skills:</u> • Make tints, tones and shades using white, grey and black • Observe colour and suggest why it has been used • Independently choose the right paint and / or equipment for the task. • Develops experience in embellishing, using more advanced joining techniques • Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images • Begin to discuss how they are influenced by the work of other artists • materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <u>Application:</u> Use polka dots to create a 3D paper sculpture. Include mark making with different media and use of printed blocks.
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YEAR 6

	THEME WEEK	FOREST SCHOOL UNIT	UNIT ONE	UNIT TWO	THEME WEEK
UNIT	PORTRAIT WEEK	ART IN THE ENVIRONMENT	PEOPLE & PLACES	FLORA & FAUNA	ARTIST CONNECTED TO CONTINENT STUDY
ARTIST STUDY	Maurizo Anzeri	Andy Goldsworthy/ Kay Sekimachi	Gustav Klimt	Grayson Perry	Street Artists from North America
VOCABULARY	Portrait Perspective Focal point Embroidery textile		Pattern Line textures	Sculpture Roll/rolling Coil/coiling Attach/attaching Marking Scratching Sgraffito	Collage Line Form Colour Texture Graffiti Street Art

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FOCUS	<u>Artist Study:</u> Look at the work of Maurizo Anzeri to create own self portrait. <u>Techniques & Skills:</u> • Select appropriate media and techniques to achieve a specific outcome • Develop drawing with perspective and focal points • Combine different printing techniques within the same piece of artwork • Use print as a starting point to embroidery • Experiment in a range of techniques, exploring ideas in sketchbooks • Use a number of different stitches creatively to produce different patterns and textures • Design and create a textile piece, independently using a range of techniques <u>Application:</u> Create a self-portrait through use of digital image and embroidery.	<u>Artist Study:</u> Look at work of Andy Goldsworthy & Kay Sekimachi underpinned by concepts. <u>Techniques & Skills:</u> • Understand and use colour matching/ form/texture in nature. • Learn how to layer natural materials to create 3D structures. • Explore different methods of fixing one material to another. • Learn how to take a digital photograph and print. <u>Application:</u> Use leaves/ natural materials to produce a collaborative artwork.	<u>Artist Study:</u> Look at work of Klimt underpinned by concepts. <u>Techniques & Skills:</u> • Make sketches to record ideas. • Select appropriate media and techniques to achieve a specific outcome • Develop their own style • Draw for a sustained period of time over a number of sessions • Select colour to express feelings • Discuss harmonious and contrasting colours and their placement on the colour wheel • Work in a sustained and independent way, developing own style • Purposefully controlling the types of marks, brushstrokes used to create desired effect • Use colours and brushstrokes to create atmosphere and light effects • Experiment with pattern and line • Mix and layer colours and textures to achieve desired effect (collage) • Experiment with drawing human figures • Combine different printing techniques within the same piece of artwork • Use print as a starting point to embroidery <u>Application:</u> Create a picture collaging colour, print and textiles.	<u>Artist Study:</u> Look at work of Grayson Perry underpinned by concepts. <u>Techniques & Skills:</u> ▪ Recognise sculptural forms in the environment and use these as inspiration for their own work ▪ Demonstrate experience in relief and freestanding work using a range of media ▪ Independently select sculpture as a method of producing work, if this fits the criteria of the task <u>Application:</u> Create a sculpture based on Alan Measels (worry monster.)	<u>Artist Study:</u> Look at work of North American street artists underpinned by concepts. <u>Techniques & Skills:</u> • Use collage as a means of extending work from initial ideas • Independently select a range of media to produce a collaged image • Use digital media as a means of extending work from initial ideas • Use digital media in order to self-evaluate the creative learning journey • Present personal ideas and choices using a range of digital media <u>Application:</u> Create a finished peace influenced by colour and message that is being conveyed.
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