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| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **EYFS** | **Knowledge** | **Drawing**  **Me and my family**  **(Self-portraits / Drawings of family members)**  Tinies – The children will learn a song about ‘me.’  They will experiment with a range of tools and media (what is a pencil, paint brush/ how we use it etc).  Nursery – The children will create self portraits. They will look at features of the face – 2 eyes, 1 nose.  Reception -  The children will create drawings/ paintings  of the people that they live with (families).  The children will use natural materials (leaves/ conkers etc) to create faces. | **Knowledge** | **3D form**  **Junk model dragons (Linked Chinese New Year)**  Tinies- The children will work together to create a simple dragon dance. They will then make a dragon head with the group to link to their dance.  Nursery – The children will work together to create a dragon dance. The children will each make dragon masks to link to their dance.  Reception – The children will work collaboratively to create a large class dragon. The children will then go on to make individual dragons and concertina dragons using folding and joining techniques. | **Knowledge** | **Printing**  **Fruit and veg printing (Linked to healthy living)**  Tinies – The children will print on large paper with familiar fruits and veg to create a collaborative piece.  Nursery – The children will create individual fruit and veg prints on A4 paper. Children will be introduced to new fruits and veg to print with.  Reception – The children will create fruit and veg printing using fabric and fabric paints. They will look at a variety of materials and will be introduced to unfamiliar fruit and veg to print with. |
|  | **Skills** | * Begin to use a variety of drawing tools * Investigate different lines * Explore different textures * Encourage accurate drawings of people. | **Skills** | * Handling, feeling, enjoying and manipulating materials * Constructing * Building and destroying * Shape and model | **Skills** | * Print with variety of objects |
| **1** | **Knowledge** | **Drawing**  **Portraits- Frida Kahlo**  The children will study the artist Frida Kahlo and some of her most famous pieces of work. The children will use mirrors to draw self-portraits in the style of the artist. The children will know how to create a variety of different lines and mark making techniques using a range of materials. | **Knowledge** | **Colour**  **Leonid Afremov**  The children will look at weather paintings by Leonid Afremov. The children will know about colour theory and will explore the colour wheel. They will be able to identify primary and secondary colours. They will look at the colours used in the artist's work and use colour mixing techniques to create their own pieces based on the artist. | **Knowledge** | **3D Form**  **Mixed media – Caro Mantke & Eugenia Loli**  Children will look at the artists, Caro Mantke and Eugenia Loli. The children will be able to compare the work by discussing what they like and do not like about both artist’s work. In their sketchbooks, children will create designs by drawing ideas and discussing how they would like their final piece to look. The children will be able to use a range of materials and will be able to cut and stick them to create a mixed media piece. |
| **Skills** | * To observe faces when drawing. * To use a variety of drawing tools. * To create a range of different lines and marks. | **Skills** | * To know primary colours. * To be able to mix primary colours. * To draw and apply colour with a range of tools. | **Skills** | * To choose materials for a purpose. * To discuss artist’s work. * To be able to cut join to pieces of material together. |

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| **2** | **Knowledge** | **Drawing**  **Axel Scheffler illustrations**  Children will explore the work of Axel Scheffler.  They will link their knowledge to the books read in English and discuss what they know about his work. Children will then use sketchbooks to develop their drawing techniques into the style of Axel Scheffler. | **Knowledge** | **Printing**  **Repeated Islamic patterns**  The children will explore Islamic patterns and be able to discuss the shape and colours of traditional patterns. The children will be able to use some of these patterns to create a print designs in their sketchbooks. The children will discuss what they like and dislike about their designs before creating their final piece. The children will then draw their final design into a polystyrene tile using a pencil to create an indent. The children will use printing ink to create various Islamic pattern inspired prints. | **Knowledge** | **3D Form**  **Clay Flowers – Georgia O’Keeffe**  Children will learn about the artist Georgia O’Keeffe. They will discuss her work and talk about what they can see, what they like/dislike. The children will then draw flowers in the style of Georgia O’Keeffe and use these drawings as inspiration for their clay piece. The children will then create a flower using clay. |
| **Skills** | * To be able to experiment with tools and surfaces. * Discuss the use of shadows. Light and dark. * Sketch to make quick records. * Extend the variety of drawing tools. * To discuss an artist’s work. | **Skills** | * To be able to make as many tones of one colour as possible. * To be able to darken colours and lighten colours using a colour mixing technique. * To discuss an artist’s work. | **Skills** | * To discuss an artist’s work. * To construct a 3D sculpture using clay * To show expression of |

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| **3** | **Knowledge** | **Drawing**  **Shadow art – Alberto Giacometti**  Children will explore the work of Giacometti and how he used thin figures in his sculptures. The children will create some sculptures based on Giacometti’s work and then create some observational drawings from the sculptures they have made. The children will then use lights behind their sculptures and create some shadow art drawings. | **Knowledge** | **Colour**  **Egyptian printings**  Linking to History, the children will explore ancient artwork found within tombs and Egyptian ruins. The children will look at the colours and designs used within artwork and discuss why these may have been limited.  The children will then use their findings to create their own artwork design. The children will create their design by printing onto paper and material. | **Knowledge** | **Batik**  **Plants – Rosi Robinson**  The children will look at the work of Rosi Robinson and discuss what notice about her work including any likes and dislikes. The children will then use Rosi Robinson’s work to influence their own batik designs based on plants and flowers. The children will then use their ideas and designs to create a piece of batik artwork on fabric. |
| **Skills** | * Make quick sketches to record. * Use a range of drawing materials/tools. * To be able to discuss the use of shadows and light. * To be able to discuss artist’s work. * To annotate their own work and explain what they like/dislike. | **Skills** | * To be able to discuss and compare different printing techniques. * To be able to mix colours by overlapping coloured prints * To record textures and patterns. * To annotate their own work and explain what they like/dislike. | **Skills** | * To use colour, texture, line form and space to create a landscape. * Use a range of drawing materials/tools. * To use the batik technique correctly.  |  | | --- | | * To draw on their own experiences and imagination. * To be able to discuss artist’s work. * To be able to discuss artist’s work. | |

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| **4** | **Knowledge** | **Drawing**  **Surrealism – Salvador Dali**  The children will look at the artwork of Salvador Dali. They will discuss Dali’s work and share their likes and dislikes. The children will learn about surrealism and how surrealist artists create their work. The children will create surrealist drawings based on dreams and the unimaginable. The children will draw objects using still life and put them together to create their final drawing on a large scale. | **Knowledge** | **3D Form**  **Mosaics – Sue Kershaw**  Children will look at the art work from the Roman period linking to our history topic. They will discuss what a mosaic is and look at modern mosaic pieces by the artist Sue Kershaw.  The children will then use sketchbooks to design their own Roman mosaic and then will create a model using coloured card.  Children will then use their skills to use a harder material to create a class large scale mosaic piece. | **Knowledge** | **Printing**  **Bug art – Natalie Macintyre**  Children will research the artist and look at her art work. The children will discuss the work of the artist and talk about their likes and dislikes of the artwork. They will then start to create their own observational drawings from photographs of bugs using a variety of drawing media. They will also experiment with different then transfer their drawings into prints. |
| **Skills** | * To use texture, line form and space when drawing. * Use a range of drawing materials/tools. * To be able to discuss artist’s work. * To annotate their own work and explain what they like/dislike. * To use Scale and proportion * To create accurate drawings of whole people including proportion and placement * To work on a variety of scales * To produce observational drawings.  |  | | --- | |  | | **Skills** | * To be able to plan and develop * To experience surface patterns / textures * To discuss own work and work of other sculptors * To annotate their own work and explain what they like/dislike. | **Skills** | * To be able to create Relief and impressed printing * To colour mix through overlapping colour prints * Use a range of drawing materials/tools. * To draw on their own experiences and imagination. * To draw in scale and proportion. * To be able to discuss artist’s work. * To annotate their own work and explain what they like/dislike. |

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| **5** | **Knowledge** | **Drawing**  **Tudor Portraits – Hans Holbein**  Children will look at the work of the Tudor painter Hans Holbein. They will study the different royal portraits that he has created and research what tools and materials would have been available to him during the Tudor period.  The children will then use their knowledge to create portraits in the style of Hans Holbein.  The children will their own portrait in the style of Hans Holbein use drawing using a variety of media. | **Knowledge** | **3D Form**  **Benin Kingdom – Clay work**  Children will explore the ancient artwork from Benin Kingdom. We will look closely at the Benin Kingdom statues and sculptures and how they have been influenced by stories. The children will then design (in sketchbooks) and create their own design based on the our research.  Once we have created our designs, we will create our own sculptures using clay. | **Knowledge** | **Colour**  **Escher – Tessellation**  Children will look at the work of the artist Escher, they will discuss the style of work that Escher produces  (tessellation). They will discuss the use of colour and pattern.  The children will then use Escher’s work to influence their own tessellation pieces by making a template and repeating a pattern.  . |
| **Skills** | * To use texture, line form and space when drawing. * Use a range of drawing materials/tools.  |  | | --- | | * To draw on their own experiences and imagination. * To be able to discuss the use of shadows and light. * To draw in scale and proportion. * To be able to discuss an historical artist’s work. * To annotate their own work and explain what they like/dislike. | | **Skills** | * To use wide variety of stitches. * To be able to select and use appropriate materials. * To be able to embellish finished work. * To compare different fabrics. * To be able to discuss artist’s work. * To annotate their own work and explain what they like/dislike. | **Skills** | * To use a range of drawing and painting tools/materials. * To be able to use hue, tone, shades and mood in their artwork. * To explore the use of texture in colour. * To have a concept of perspective. * To be able to discuss artist’s work. * To annotate their own work and explain what they like/dislike. |

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| **6** | **Knowledge** | **Drawing**  **Lowry – Perspective**  Children will study the artist LS Lowry. They will look at his work based on the Industrial Revolution (linked to History). The children will learn about perspective and to draw buildings and scenes from different perspectives. | **Knowledge** | **Colour**  **Brazilian Rainforest- Henri Rousseau**  Children will study the artist Henri Rousseau and his brightly coloured rainforest paintings. The children will use a variety of colour mixing and tonal gradation skills to mix a variety of colours.  The children will learn about backgrounds and forgrounds and how this creates perspective. The children will use Rousseau’s work to influence their own Brazillian rainforest paintings linked to their Geography unit. | **Knowledge** | **Printing**  **Climate change banners – screen printing**  Linked to the Geography unit, children will design and create banners linked to climate change. The children will create their banners using the screen printing technique. |
| **Skills** | * To know different techniques, such as cross hatching and dotting to create more depth and detail. * To practice shading, understanding that how hard or light children press with a pencil affects the outcome. * Use observational skills to create a detailed replica of an original close up image. * To draw on their own experiences and imagination. * To be able to discuss the use of shadows and light. * To draw in scale and proportion. * To annotate their own work and explain what they like/dislike and explain how the artist influenced their work.  |  |  | | --- | --- | | |  | | --- | |  | | | **Skills** | * To be able to plan and develop ideas. * To experiment with new art techniques. * To mix colours to create tonal gradation. * To be able to discuss artist’s work and how it would/has influenced their own work. * To annotate their own work and explain what they like/dislike. | **Skills** | * To be able to plan and develop ideas. * To experiment with surface patterns and textures. * To be able to discuss artist’s work and how it would/has influenced their own work. * To annotate their own work and explain what they like/dislike. * Colour for purposes * Colour to express feelings  |  | | --- | |  | |