



Art Curriculum

Broughton Fields Primary School

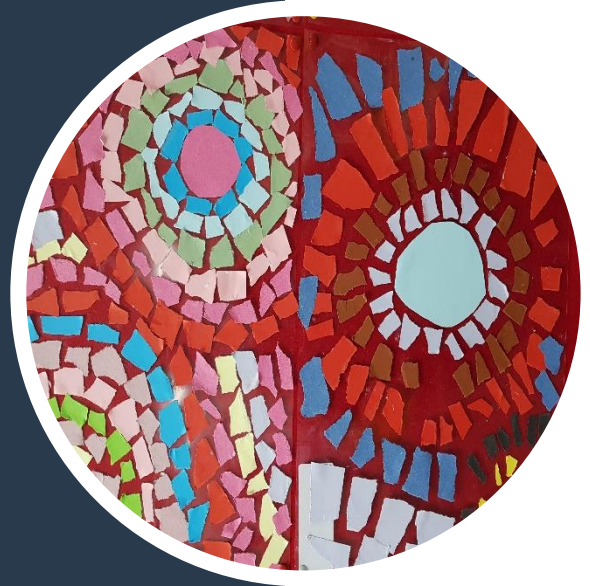
Intent

The Art Curriculum at Broughton Fields Primary School allows children to explore their inner artist in a creative, innovative and challenging way. We aim to inspire our children through high quality teaching enabling all children to achieve their very best. The curriculum has a clear progression of skills across drawing, painting (and printing), sculpture and collage. The skills taught are built upon in a cycle as the children progress through the school. The children explore their ideas creatively and record their experiences using sketchbooks.

Sketchbooks are a place where children make personal, expressive records and are free to explore visual language in a way that interests them. We ensure that adults do not write in children's books to allow a sense of ownership and give the children a safe space to work where they won't be criticised.

Art is a means of communication and therefore we encourage the children to express, explore and celebrate ideas, attitudes and values within their lessons in a safe environment fostering their originality and creativity. We are all expected to work hard, show resilience and learn from our mistakes and art is a subject that truly develops this ability.

The skills the children will be equipped with will allow them to experiment, invent and create their own works of art with their own artistic flair and style. The knowledge the children will have gained will give them greater understanding of great, influential artists, the historical and cultural backgrounds of different art forms and know how art has shaped the history and wealth of our nation.



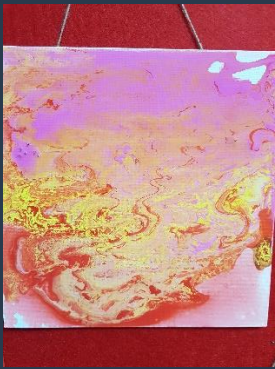
“Art is a means of communication and therefore we encourage the children to express, explore and celebrate ideas, attitudes and values within their lessons”





Leader: Katie Baker

Documents showing progression, knowledge and skills are shown below.



Broughton Fields Primary School – Whole School Art Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Use pencils to represent simple closed shapes with continuous lines, and begin to use these to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including other details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Vocabulary: Lines</p>	<p>Understand how to hold pencils and other media to create different lines (vertical, horizontally)</p> <p>Discuss and explore textures of media by using in a variety of ways, use on different surfaces and make rubbings</p> <p>Draw simple 2D shapes</p> <p>Investigate tone – drawing light/dark with different media (lines, patterns, simple shapes)</p> <p>Vocabulary: Thick, thin, sketch, texture,</p> <p>Resources: Pencil, charcoal, ink, chalk, pastels, felt tips, ballpoints</p>	<p>Develop control using a variety of different media on a range of different surfaces</p> <p>Name, match and draw lines/marks from observations and invent new lines</p> <p>Investigate tone with greater independence – drawing light/dark with different media (lines, patterns, simple shapes)</p> <p>Observe and draw (example. Shape, landscape, people)</p> <p>Vocabulary: Thick, thin, sketch, texture, shade*, smudge*, blend*,</p> <p>Resources: Pencil, charcoal, ink, chalk, pastels, felt tips, ballpoints</p>	<p>Experiment with ways in which surface detail can be added to drawings</p> <p>Use sketchbooks to collect and record visual information from different sources</p> <p>Develop control by experimenting with a wide range of drawing implements by making lines and marks</p> <p>Begin to show understanding of sketching pencil grades and know that the greater the digit the darker the pencil will be</p> <p>Explore different sketching techniques (stippling, cross hatch etc)</p> <p>Understand that pressure will determine how light or dark the result will be using sketching pencils</p> <p>Begin to show an awareness of objects having a third dimension</p> <p>Use a range of drawing implements to draw a range of shapes (* draw simple 3D shapes and show tone in a simple way)</p> <p>Begin to show understanding of scale and proportions (*faces and landscapes)</p>		<p>Work from a variety of sources including observation, photographs and digital images (inc. still life)</p> <p>Develop close observation skills</p> <p>Work in a sustained and independent way to create detailed drawing</p> <p>Use dry and wet media to make different marks, lines, patterns and shapes within drawing</p> <p>Use different techniques for different purposes e.g. shading via cross hatch, hatch, smudge, tonal blending or contour hatching to better represent a texture or surface.</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour*.</p> <p>Start to develop their own style using tonal contrast and mixed media</p> <p>Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Begin to develop an awareness of composition, scale</p>	<p>Show an awareness of composition, scale and proportion in their drawings e.g. Foreground, middle ground and background</p> <p>Begin to use simple perspective in their work using a single focal point and horizon with added accurate detail</p> <p>Start to show their own style using tonal contrast and mixed media across their work</p> <p>Vocabulary: Perspective, tonal contrast, proportion – consistent* use of prior vocabulary</p> <p>Resources: Charcoal, sketching pencils, crayon, chalk pastels, pens, sketching paper</p>

				Vocabulary: Grades, scale, refine, alter, hatching, stippling, cross-hatching, scumbling, contour hatching, blending, tone Resources: Charcoal, sketching pencils, crayon, chalk pastels, pens, sketching paper		and proportion in their drawings e.g. Foreground, middle ground and background Vocabulary: Perspective, tonal contrast, proportion – use of prior vocabulary Resources: Charcoal, sketching pencils, crayon, chalk pastels, pens, sketching paper	
Painting and Printing	Use brushes of various sizes to represent simple closed shapes with continuous lines, and begin to use these to represent objects. Print with a variety of items to create larger images e.g. dabbers, sponge prints, carved vegetables Vocabulary: Colour mixing, brush, thick, thin, round, flat, print, press	Experiment with brushes to understand size and shape differences and how to hold them Practise applying paint with control and some accuracy Experiment with layering, mixing media and scraping through Print with a range of materials (hard/soft) Recognise and make simple printed patterns building up to repetitive patterns Make simple printing blocks (shape/lines) for relief print Vocabulary: Printing, techniques, brush size, gouge*, scrape, acrylic, watercolour, powder, printing, relief*, printing, wash*, Resources: Poster paint, acrylic, watercolours, powder paint, cardboard, foam tiles, printing rollers, printing inks, fruit, veg, various textured materials	Explore differences between different types of paint and explain properties (poster, acrylic, watercolour, powder, etc) Create texture with paint by adding salt, sand etc. Make basic printing blocks with small detail for relief print Vocabulary: Printing, techniques, brush size, gouge*, scrape, acrylic, watercolour, powder, printing, relief*, printing, wash*, Resources: Poster paint, acrylic, watercolours, powder paint, cardboard, foam tiles, printing rollers, printing inks, fruit, veg, various textured materials	Use equipment with increasing confidence and control Know which brush is best to use for the texture, control, stroke they are wanting to create Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects, stippling, flicking Create different effects and textures with paint according to what they need for the task Develop technique with printing blocks using a relief or impressed method Create more complex repeating patterns Vocabulary: block colour, washes, thickened paint creating textural effects, stroke, stippling, flicking, texture, Resources:	Begin to show understanding of which type of paint is best for their desired outcome Work on a range of scales e.g. Thin brushes on small picture etc... Create different effects and textures with paint according to what they need for the task Vocabulary: block colour, washes, thickened paint creating textural effects, stroke, stippling, flicking, texture, Resources: Range of brushes, range of canvasses, varying paints, inks, rollers, foam boards	Show an awareness of how paintings are created Carry out preliminary studies, trying out different media, materials and mixing more accurate colours Create tonal paintings Create imaginative work influenced by variety of sources, artists and painting styles e.g. Observational drawing, themes, poetry, music, pointillism, impressionist*etc. Create printing blocks by simplifying a sketch book idea Work into prints with a range of media e.g. Pens or paints Experiment with overprinting motifs and colours Explore the texture of paint (thick/thin/heavy) and add PVA Vocabulary: Warm, cold, atmosphere	

				Range of brushes, range of canvasses, varying paints, inks, rollers, foam boards		Resources: Range of brushes, range of canvasses, varying paints, inks, rollers, foam boards	
Collage	<p>Make use of a range of materials when role playing e.g. making masks. Use natural materials for collage. Stick items on to paintings and drawings to enhance e.g sequins, pipe cleaners, feathers.</p> <p>Vocabulary: Stick, join</p>	<p>Arrange and glue materials to different backgrounds Sort and group materials for different purposes (colour, texture) Fold, crumple, tear and overlap papers Create and arrange different shapes Begin to select appropriate textures for an image</p> <p>Vocabulary: Texture, recycled,</p> <p>Resources: Photocopied material, fabric, crepe paper, magazines, plastic wrappers, cotton wool, newspaper, corrugated cards, rough papers</p>		<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary Use colour to express an idea - seasons, moods, or create a picture - swamp, seascape. (*feeling and movement)</p> <p>Vocabulary: Mood, movement, layering, composition</p> <p>Resources: Photocopied material, fabric, crepe paper, magazines, plastic wrappers, cotton wool, newspaper, corrugated cards, rough papers</p>			
3D Sculpture	<p>Use playdough and clay to represent other items e.g. monster faces, cakes. Add additional pieces for facial features/buttons etc.</p> <p>Vocabulary: Roll, break, small, large</p>		<p>Manipulate malleable materials with growing accuracy for different purposes (tiles, pots) Create textures for a purpose (pattern) Experiment with constructing and joining recycled, natural and manmade materials</p>		<p>Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material</p>	<p>Develop skills in using clay including slabs, coils, slips etc... Express an idea or emotion through a 3D clay sculpture Shape, model and construct from observation or imagination with confidence Use recycled, natural and man-made</p>	<p>Produce intricate textures in malleable media</p> <p>Vocabulary: Coils, slab, construct, intricate*,</p> <p>Resources: Malleable materials, recycled materials, wire, tools, mod roc, papier-Mache</p>

			Vocabulary: Knead, roll, sculpt, sculpture, texture, construct, join*, form*, malleable* Resources: Malleable materials (clay, play doh), wire, tools		Create a simple 3d object from a given media e.g. paper mache/mod roc. Use a sketchbook to inform, plan and develop ideas Analyse and describe the use of form within artists' work Begin to look at famous architecture to aid ideas on sculptures/3D modelling Vocabulary: Model, base, surface, form, space, proportion, scale Resources: Malleable materials, wire, tools, mod roc, papier-Mache	materials to create sculptures Plan a sculpture through drawing and other preparatory work Use famous architecture to influence their ideas and final pieces Vocabulary: Coils, slab, construct, Resources: Malleable materials, recycled materials, wire, tools, mod roc, papier-Mache	
Photography							Create a photo montage using secondary source photographs Selecting images and create a new image with them Select images and create a composition. Take photographs using digital equipment Understand the environment I take photos in

Colour	<p>Explore colour and colour mixing. Vocabulary: red, yellow, blue, green, orange, purple, mix</p>	<p>Know the three primary colours Experiment by mixing primary colours and discuss what they have found (secondary colours) and make a colour wheel Blend/smudge colours in different media Identify collections of a colour Lighten and darken colours using white and black (shades and tones)</p>	<p>Blend/smudge colours in different media Identify collections of a colour Identify colours in their environment Lighten and darken colours using white and black (shades and tones) Vocabulary: bright, colourful, dull, dark, light, mix, primary, secondary*</p>	<p>Create tints and shades (know the darkest colour is the dominant so to mix that into the lightest) Know confidently how to create secondary colours Begin to mix flesh colours Know complimentary colours and use them in their artwork Experiment with and discuss pigments in natural products to make different coloured paints</p>	<p>Increasing awareness of manipulating paint to achieve more accurate* colours and shades Use colour to reflect mood Analyse and describe the use of colour in famous artists' work* Describe how great artists mixed and applied paint* Vocabulary: Pigment*, tint, shade, complimentary,</p>	<p>Explore colour mixing and blending techniques with coloured pencils Control and experiment with particular qualities of tone, shades, hue and mood Mix and match colours to create atmosphere and light effects Use colours to express mood and feeling</p>	<p>Identify contrasting colours and use them in their work Explore and mix tertiary colours to use in their work</p>
Evaluation	<p>Share creations, explaining the process they have used.</p>	<p>Describe the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Describe the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Begin to review and resit their work to edit and improve on their ideas and skills Start to explain what they like or dislike about their work and the work of others (including famous artists' work) Begin to comment on their work using artistic terms and suggest how they might improve it</p>	<p>Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists' work) Comment on their work using artistic terms and suggest how they might improve it</p>	<p>Begin to create a plan in their sketchbook and annotate this with their thinking. Begin to give reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Start to use the language of art with greater sophistication to discuss art</p>	<p>Create a plan in their sketchbook and annotate this with their thinking. Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of art with greater sophistication to discuss art</p>

Artist		Make * links between work of artists and that of their own (*Year 1 'simple')	Make * links between work of artists and that of their own (*Year 1 'simple')	Begin to use the work of a famous artist to inspire ideas. Discuss opinion of artists' work Discuss the artists' main message of their art	Use the work of a famous artist to inspire ideas Discuss opinion of artists' work Discuss the artists' main message of their art	Begin to identify artists who have worked in a similar way to their own work Start to consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper) Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Banksy etc)	Identify artists who have worked in a similar way to their own work Consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper) Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Bannksy etc)
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	Knowledge	Skills	
Year 1 Autumn			
Drawing	Lesson 1 – Read text, how to hold media, drawing lines, different media – Paul Klee ‘Take your line for a walk’ Lesson 2 – Lines – fine motor – spotting lines in artist’s work Lesson 3 –textures – media and rubbings (Max Ernst) Lesson 4 – investigate tone – simple shapes - charcoal caveman hands? Lesson 5 – use 2D shapes to draw around and create work similar to Kandinsky/ Picasso/ Mihazes/ Nancy McCroskey	Drawing	Understand how to hold pencils and other media to create different lines (vertical, horizontally) Investigate tone – drawing light/dark with different media (lines, patterns, simple shapes) Discuss and explore textures of media by using in a variety of ways, use on different surfaces and make rubbings Draw simple 2D shapes
		Printing and Painting	
		Collage	
		3D Sculpture	
		Photography	
		Colour	
		Evaluation	Begin to describe the differences and similarities between different practices and disciplines, and making links to their own work.
Artist	Make * links between work of artists and that of their own (*Year 1 ‘simple’)		
Year 1 Spring			
Painting	Lesson 1 – Read text - colour - Dot inspired with paints exploring and discovering secondary colours Lesson 2 - Paint without brushes – gross and fine motor (layer, mix, scraping) texture – salt play, bubbles Lesson 3 – How to paint ‘holding brushes and keep in lines etc’ types of brush strokes, types of paint exploration Lesson 4 –Kandinsky – shapes and dots – use 2D shapes and rulers Lesson 5 – Create their own circles art based on Kandinsky	Drawing	
		Printing and Painting	Experiment with brushes to understand size and shape differences and how to hold them Practise applying paint with control and some accuracy Experiment with layering, mixing media and scraping through Explore differences between different types of paint and explain properties (poster, acrylic, watercolour, powder, etc) Create texture with paint by adding salt, sand etc.
		Collage	
		3D Sculpture	
		Photography	
		Colour	Know the three primary colours Experiment by mixing primary colours and discuss what they have found (secondary colours) and make a colour wheel
		Evaluation	Begin to describe the differences and similarities between different practices and disciplines, and making links to their own work.
Artist	Make * links between work of artists and that of their own (*Year 1 ‘simple’)		
Year 1 Summer			
Collage	Lesson 1 – what is collage – sort materials – layer and tearing (Schwitters) – texture Lesson 2 – Henry Matisse – Matisse’s garden link Lesson 3 – Make Faces (Hannah Hock) Lesson 4 – Create collage Lesson 5 – finish collage and evaluate	Drawing	
		Printing and Painting	
		Collage	Arrange and glue materials to different backgrounds Sort and group materials for different purposes (colour, texture) Fold, crumple, tear and overlap papers Create and arrange different shapes Begin to select appropriate textures for an image
		3D Sculpture	
		Photography	

		Colour	
		Evaluation	Begin to describe the differences and similarities between different practices and disciplines, and making links to their own work.
		Artist	Make * links between work of artists and that of their own (*Year 1 'simple')
Year 2 Autumn			
Drawing	Lesson 1 – lines recap – spotting lines – drawing lines with different media, line with a ball – racing (Frank Stella) or Lesson 2 – investigate tone and learn about pencil grades Hester Berry Lesson 3 – draw manmade objects – simple Lesson 4 – observation window natural objects (potential link to lines with grass) Lesson 5 – David Hockney – link to lines and basic shapes	Drawing	Develop control using a variety of different media on a range of different surfaces Name, match and draw lines/marks from observations and invent new lines Investigate tone – drawing light/dark with different media (lines, patterns, simple shapes) Observe and draw (example. Shape, landscape, people) Draw landscapes beginning to understand horizon, proportion and where the sky is Draw manmade and natural objects from observation
		Printing and Painting	
		Collage	
		3D Sculpture	
		Photography	
		Colour	
		Evaluation	Describe the differences and similarities between different practices and disciplines, and making links to their own work
		Artist	Make * links between work of artists and that of their own (*Year 1 'simple')
Year 2 Spring			
Printing	Lesson 1 – finger printing – make animals/ objects from finger prints Lesson 2 – Bridget Riley ppt lesson – experiment materials to print with Lesson 3 – repeating patterns – use of colour focus (William Moris) Lesson 4 – make printing blocks Lesson 5 – create art based on printing blocks	Drawing	
		Printing and Painting	Print with a range of materials (hard/soft) Recognise and make simple printed patterns building up to repetitive patterns Make simple printing blocks for relief print
		Collage	
		3D Sculpture	
		Photography	
		Colour	Identify colours in their environment Lighten and darken colours using white and black (shades and tones)
		Evaluation	Describe the differences and similarities between different practices and disciplines, and making links to their own work
		Artist	Make * links between work of artists and that of their own (*Year 1 'simple')
Year 2 Summer			
Sculpture	Lesson 1 – Andy Goldsworthy – natural art outside Lesson 2 – junk modelling - create a (can be topic based or random ie. animal) Lesson 3 – play doh or salt dough – practice techniques kneading, rolling etc and use of tools Lesson 4 – design using play doh or salt dough	Drawing	
		Printing and Painting	
		Collage	
		3D Sculpture	Manipulate malleable materials in a variety of ways (rolling, kneading) Manipulate malleable materials for different purposes (tiles, pots)

	Lesson 5 – create from clay -snails/ bowls/ object with patterns/texture using tools		Explore tools with clay/salt dough/ play-doh and the textures that can be created Experiment with constructing and joining recycled, natural and manmade materials
		Photography	
		Colour	
		Evaluation	Describe the differences and similarities between different practices and disciplines, and making links to their own work
		Artist	Make * links between work of artists and that of their own (*Year 1 'simple')
Year 3 Autumn			
Drawing	Lesson 1 – Read 'The Line'. Shape hunt – using lines to create 2D shapes that make up different objects – extension detail Lesson 2 – sketching from observation ie Coke can. Introduce 3D terms. Lesson 3 – sketching techniques – rules of shading Lesson 4 – understanding tone in more depth Lesson 5 – drawing an object (topic based?) either primary or secondary source with focus on line, shading techniques, detail and tone.	Drawing	Experiment with ways in which surface detail can be added to drawings Use sketchbooks to collect and record visual information from different sources (* begin to show consideration for composition) Build stamina to draw for a sustained period of time with continued control Develop control by experimenting with a wide range of drawing implements by making lines and marks Begin to show understanding of sketching pencil grades and know that the greater the digit the darker the pencil will be Explore different sketching techniques (stippling, cross hatch etc) Understand that pressure will determine how light or dark the result will be using sketching pencils Apply tone in a drawing very in a simple way to understand which direction light is coming from (Science) Begin to show an awareness of objects having a third dimension Observe and draw natural and manmade objects Use a range of drawing implements to draw a range of shapes (* draw simple 3D shapes and show tone in a simple way) Begin to show understanding of scale and proportions (*faces and landscapes)
		Printing and Painting	
		Collage	
		3D Sculpture	
		Photography	
		Colour	
		Evaluation	Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists' work) Comment on their work using artistic terms and suggest how they might improve it
		Artist	Begin to use the work of a famous artist to inspire ideas. Discuss opinion of artists' work Discuss the artists' main message of their art
		Year 3 Spring	
Painting	Lesson 1 – painting recap create different tones – yellow, blue etc and textures	Drawing	
		Printing and Painting	Use equipment with increasing confidence and control

	lesson 2 – artist study (evaluate painting) (Van Gogh) Lesson 3 – technical skills directions/ layering, use of acrylic, looking at perspective, draw & paint sun flower evaluate Lesson 4 – ‘paint in the style of’ plan (Van Gogh) Lesson 5 – final piece & evaluate		Know which brush is best to use for the texture, control, stroke they are wanting to create Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects, stippling, flicking Create different effects and textures with paint according to what they need for the task
		Collage	
		3D Sculpture	
		Photography	
		Colour	Create tints and shades (know the darkest colour is the dominant so to mix that into the lightest) Know confidently how to create secondary colours Use colour to reflect mood Analyse and describe the use of colour in famous artists’ work* Describe how great artists mixed and applied paint*
		Evaluation	Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists’ work) Comment on their work using artistic terms and suggest how they might improve it
		Artist	Begin to use the work of a famous artist to inspire ideas. Discuss opinion of artists’ work Discuss the artists’ main message of their art
Year 3 Summer			
Collage	Lesson 1 – collage artist study lesson 2 – collage colour – from magazines/ catalogues Lesson 3 – collage small object/ 3D – plan large animal Lesson 4 – large collage animal (group) – paint eyes. Lesson 5 – continue lesson 4 and evaluate	Drawing	
		Printing and Painting	
		Collage	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary Use colour to express an idea - seasons, moods, or create a picture - swamp, seascape. (*feeling and movement) Consider the composition in my collage work
		3D Sculpture	
		Photography	
		Colour	
		Evaluation	Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists’ work) Comment on their work using artistic terms and suggest how they might improve it
		Artist	Begin to use the work of a famous artist to inspire ideas. Discuss opinion of artists’ work Discuss the artists’ main message of their art
Year 4 Autumn			
Printing	Lesson 1 – printing with objects	Drawing	

	Lesson 2 – card and string (make stamps) Lesson 3 – make prints with foam & aluminium Lesson 4 – plan - create printing based on poetry? https://www.accessart.org.uk/ann_bridges_poetry_and_printmaking/ Lesson 5 – Continue and evaluate	Printing and Painting	Develop technique with printing blocks using a relief or impressed method Create more complex repeating patterns
		Collage	
		3D Sculpture	
		Photography	
		Colour	Begin to mix flesh colours Know complimentary colours and use them in their artwork Increasing awareness of manipulating paint to achieve ore accurate* colours and shades Analyse and describe the use of colour in famous artists' work* Describe how great artists mixed and applied paint * Experiment with a discuss pigments in natural products to make different coloured paints
		Evaluation	Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists' work) Comment on their work using artistic terms and suggest how they might improve it
Painting	Lesson 1 – painting recap create different tints and tones & brush strokes lesson 2 – artist study (evaluate painting) Lesson 3 – technical skills watercolour https://www.accessart.org.uk/globe-paintings/ https://www.tulliehouse.co.uk/thecollection/painting-nature-painting-keith-tyson-1969 Lesson 4 – 'paint in the style of' plan Lesson 5 – final piece & evaluate	Artist	Use the work of a famous artist to inspire ideas Discuss opinion of artists' work Discuss the artists' main message of their art
		Year 4 Spring	
		Drawing	
		Printing and Painting	Use equipment with increasing confidence and control Begin to show understanding of which type of paint is best to use for their desired outcome Work on a range of scales e.g thin brushes on a small picture etc ... Create different effects and textures with paint according to what they need for the task
		Collage	
		3D Sculpture	
		Photography	
		Colour	Begin to mix flesh colours Know complimentary colours and use them in their artwork Increasing awareness of manipulating paint to achieve ore accurate* colours and shades Analyse and describe the use of colour in famous artists' work* Describe how great artists mixed and applied paint * Experiment with a discuss pigments in natural products to make different coloured paints
		Evaluation	Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists' work) Comment on their work using artistic terms and suggest how they might improve it

		Artist	Use the work of a famous artist to inspire ideas Discuss opinion of artists' work Discuss the artists' main message of their art
Year 4 Summer			
Sculpture	Lesson 1 – artist study – human sculptures recreate buildings with their bodies Lesson 2 – mini artist inspired by – clay flat/ rolled Lesson 3 – how to – paper mache? Mod roc? Wire? https://www.kapowprimary.com/blog/how-to-teach-sculpture-in-key-stage-2/ https://www.accessart.org.uk/national-curriculum-planning-art-sculpture/ Lesson 4 – design & start – architecture/ animal/ object / plinth? Lesson 5 – create	Drawing	
		Printing and Painting	
		Collage	
		3D Sculpture	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Create a simple 3d objects from a given media e.g. paper mache/mod roc. Consider light and shadows, form and space. Use a sketchbook to inform, plan and develop ideas Analyse and describing the use of form within artists' work Begin to look at famous architecture to aid ideas on sculptures/3D modelling
		Photography	
		Colour	
		Evaluation	Review and resit their work to edit and improve on their ideas and skills Explain what they like or dislike about their work and the work of others (including famous artists' work) Comment on their work using artistic terms and suggest how they might improve it
		Artist	Use the work of a famous artist to inspire ideas Discuss opinion of artists' work Discuss the artists' main message of their art
Year 5 Autumn			
Printing	Lesson 1 – printing recap make basic printing blocks with cardboard or dramatic monoprints? Lesson 2 – artist study Lesson 3 – work into famous prints with biro Lesson 4 – plan overprint design and create blocks Lesson 5 – print – work into with biro	Drawing	
		Printing and Painting	Create printing blocks by simplifying a sketch book idea Work into prints with a range of media e.g. Pens or paints Experiment with overprinting motifs and colours
		Collage	
		3D Sculpture	
		Photography	
		Colour	
		Evaluation	Create a plan in their sketchbook and annotate this with their thinking Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of the art with greater sophistication
		Artist	Identify artists who have worked in a similar way to their own work Consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper)

			Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Banksy etc)
Year 5 Spring			
Painting	Lesson 1 – painting recap create different tone, textures (thick, thin, heavy), mixing tertiary colours Lesson 2 – artist study – composition, brush strokes, colour swatches, scale Lesson 3 – technical skills linked to artist above Lesson 4 – 'paint in the style of' plan Lesson 5 – final piece & evaluate	Drawing	
		Printing and Painting	Show an awareness of how paintings are created Carry out preliminary studies, trying out different media, materials and mixing appropriate colours Create tonal paintings Further improving skill and control when painting Create imaginative work influenced by variety of sources, artists and painting styles e.g. Observational drawing, themes, poetry, music, pointillism, impressionist*etc Explore the texture of paint (thick/thin/ heavy) and add PVA Begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background
		Collage	
		3D Sculpture	
		Photography	
		Colour	Explore colour mixing and blending techniques with coloured pencils Control and experiment with particular qualities of tines, shades, hue and mood Mix and match colours to create atmosphere and light effects Use colours to express mood and feeling Identify contrasting colours and use them in their work Explore and mix tertiary colour to use in their work
		Evaluation	Create a plan in their sketchbook and annotate this with their thinking Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of the art with greater sophistication
		Artist	Identify artists who have worked in a similar way to their own work Consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper) Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Banksy etc)
Year 5 Summer			
Sculpture	Lesson 1 – recap (if used in y4) skills with wire – draw one line drawing and mold wire around to create Lesson 2 – plinth artist study (history links – pulling down of plinths?) Lesson 3 – skill practice – recycled sculpture	Drawing	
		Printing and Painting	
		Collage	
		3D Sculpture	Shape, model and construct from observation or imagination and confidence

	Lesson 4 – skill practice –wire joining & moulding into intricate details Lesson 5 – plan in detail their plinths / make bases (to set prior to day) Final piece create plinth self portrait – wire and recycled material https://www.accessart.org.uk/plinth-people-sculptural-self-portraits/		Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Use famous architecture to influence their idea and final pieces
		Photography	
		Colour	
		Evaluation	Create a plan in their sketchbook and annotate this with their thinking Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of the art with greater sophistication
		Artist	Identify artists who have worked in a similar way to their own work Consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper) Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Banksy etc)
Year 6 Autumn			
Drawing	Lesson 1 – perspective - William turner study ? Ink? Illustration? Lesson 2 – perspective Lesson 3 – perspective Lesson 4 – still life (outside) Lesson 5 – alter still life study – adding detail using variety of media	Drawing	Work from a variety of sources including observation, photographs and digital images (inc. still life) Develop close observation skills Work in a sustained and independent way to create detailed drawing Use dry and wet media to make different marks, lines, patterns and shapes within drawing Use different techniques for different purposes e.g. shading via cross hatch, hatch, smudge, tonal blending or contour hatching to better represent a texture or surface. Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour*. Start to develop their own style using tonal contrast and mixed media Begin to use simple perspective in their work using a single focal point and horizon Drawing using the continuous line method Drawing using mathematical processes Begin to develop an awareness of composition, scale and proportion in their drawings e.g. Foreground, middle ground and background
		Printing and Painting	
		Collage	
		3D Sculpture	
		Photography	
		Colour	Explore colour mixing and blending techniques with coloured pencils

		Evaluation	Create a plan in their sketchbook and annotate this with their thinking Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of the art with greater sophistication
		Artist	Identify artists who have worked in a similar way to their own work Consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper) Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Bannksy etc)
Year 6 Spring			
Photography	Lesson 1 – collage – artist study and quick portraits from magazines lesson 2 – plan and begin a mood board based on favourite artist? Lesson 3 – complete mood board and add detail on top of texture Lesson 4 – collaborative collage plan and begin – landscape/ scene/ object/ animal? Lesson 5 – complete collaborative collage	Drawing	
		Printing and Painting	
		Collage	
		3D Sculpture	
		Photography	Create a photo montage using secondary source photographs Selecting images and create a new image with them Select images and create a composition. Take photographs using digital equipment Understand the environment I take photos in
		Colour	
		Evaluation	Create a plan in their sketchbook and annotate this with their thinking Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of the art with greater sophistication
		Artist	Identify artists who have worked in a similar way to their own work Consider artists' use of colour and how they applied it Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper) Discuss why the artist used this medium/ style/ technique Talk about the social/historical significance of the artwork (Bannksy etc)
Year 6 Summer			
Sculpture	Group project https://www.accessart.org.uk/making-sculptural-wild-things-session-2-3/ Lesson 1 – sculpture artist study Lesson 2 – wild creatures from books – whole group make minis from clay Lesson 3 – begin group project Lesson 4 – continue group project Lesson 5 - evaluate group project	Drawing	
		Printing and Painting	
		Collage	
		3D Sculpture	Develop skills in using clay including slabs, coils, slips etc Express an idea or emotion through 3D clay sculpture Plan a sculpture though drawing and other preparatory work Use famous architecture to influence their ideas and final pieces
		Photography	
		Colour	
		Evaluation	Create a plan in their sketchbook and annotate this with their thinking

			<p>Regularly giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</p> <p>Using the language of the art with greater sophistication</p>
		Artist	<p>Identify artists who have worked in a similar way to their own work</p> <p>Consider artists' use of colour and how they applied it</p> <p>Evaluate and analyse and artist's use of form (Nighthawks by Edward Hopper)</p> <p>Discuss why the artist used this medium/ style/ technique</p> <p>Talk about the social/historical significance of the artwork (Bannksy etc)</p>