

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Penguins, Possoms, Pigs	Fire Fire	Growth Green Fingers	Family Album	Great Outdoors	Robots
Drawing Digital Media 3D	<u>Observational drawing – animals</u> <ul style="list-style-type: none"> Experiment with mark-making; charcoal and chalk, graphite sticks and pens on large-scale, group/individual drawings e.g. iceberg shape, trees for possums, (after having looked at images). Experiment making shades and tones in greys using chalk and charcoal, encourage smudging. Discuss images/video of penguins, discuss movement, shades, shapes when swimming or standing, tobogganing. From images use pastels to make observational drawing of penguins, experiment with different scales. 	DT	DT	<u>Self Portraits – Picasso/clay</u> <ul style="list-style-type: none"> Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 3D Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Form Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture Change the surface of a malleable material e.g. build a textured tile. 	<u>Art and Computing: Digital Art structures – playground at Buckshaw</u> ART <ul style="list-style-type: none"> Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools ICT <ul style="list-style-type: none"> Select appropriate images to add to work. Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets, Begin to make changes to images e.g. cropping using 	DT

					basic tools in image manipulation software.	
Artists covered				<u>Picasso</u>		
Y1 Resources						
Year 2 Topic	Place where I live	Fighting Fire	Explorers	Farm Shop	Aladdin	Buckets and Spades
Year 2 Art & Design Drawing Painting Printing Collage	<u>Printing – local landmarks</u> <u>Exploring and Developing Ideas</u> <ul style="list-style-type: none"> Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p>Drawing Skills</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observations. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying. <p>Printing</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Roll printing ink over found objects to create patterns e.g. 	DT	DT	<u>Draw and Collage- fruit and veg</u> <ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies, materials, fabric, papers, magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes eg colour, texture Fold, crumple, tear and overlap papers Work on different scales, Colour: Collect, sort, name match colours appropriate for an image Shape: Create and arrange shapes appropriately Texture: Create, select and used textured paper for an image 	DT	<u>Watercolour painting</u> <u>John Dyer artist</u> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Name different types of paint and their properties. Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Create textured paint by adding sand and salt

	<p>plastic mesh, stencils.</p> <ul style="list-style-type: none"> • Build repeating patterns and recognise pattern in the environment. • Create simple printing blocks with press print. • Design more repetitive patterns. • Experiment with overprinting motifs and colour. • Make rubbings to collect textures and patterns. <p>Evaluating</p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work. 					
Artists covered						<u>John Dyer</u>
Year 2 Resources						

Lower Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	No Place Like Home	Healthy Humans	Rock and Roll	Iron Man	What the Romans Did	How does your garden grow?
Y3 Art & Design Drawing Digital Media Printing Textiles 3D Collage	<u>Collage, mosaics, light and dark</u> Drawing <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. • Make marks and 	DT	<u>Printmaking - fossils</u> Drawing and Painting <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings, (e.g. use grades of pencil, biro, charcoal and chalk). • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of 	DT	<u>3D sculpture Modroc skeletons</u> Drawing and Painting <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources, annotate in their sketchbooks. • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, 	DT

	<p>lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to create lines and marks. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. • Create textures with a wide range of drawing implements. <p>Collage</p> <ul style="list-style-type: none"> • 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 		<p>drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to create lines and marks. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension, (e.g. achieved by shading). • Experiment with different grades of pencil and other implements to achieve variations in tone. • Create textures with a wide range of drawing implements (such as oil and chalk pastel). • Experiment with different effects and textures in paint. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. <p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. 		<p>pens etc.</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to create lines and marks. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing. • Experiment with different and effects and textures in paint, work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. <p>3-D</p> <ul style="list-style-type: none"> • 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. • Use papier-mâché to create a simple 3-D object. <p>Textile</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. stitching to create different textural effects. • Develop skills in stitching, 	
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	<p>Digital Media</p> <ul style="list-style-type: none"> • Present visual images using software. • Experiment with colours by using effects to manipulate and create images for a purpose. <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal. 		<ul style="list-style-type: none"> • Print with two colour overlays. <p>Evaluating</p> <ul style="list-style-type: none"> • Annotate work in journal. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it. • Adapt their work according to their views and describe how they might develop it further. 		<p>cutting and joining.</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	
Artists Covered						
Resources						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Topic	Sparks might fly	The Great Plague	Art of Food	Passport to Europe	Water Water	Hunted
Y4 Art & Design Drawing Digital Media Painting	DT	DT	<p><u>Still life drawing</u></p> <p>Exploring and developing ideas</p> <ul style="list-style-type: none"> • This theme allows children to explore still life artists from the Dutch Masters through to Renoir's study of onions or Cezanne's 	<p><u>Digital Media</u></p> <ul style="list-style-type: none"> • Record and collect visual information using digital cameras and video 	<p><u>Water artists – painting Monet</u></p> <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and 	DT

			<p>apples.</p> <ul style="list-style-type: none"> • Children can make observational studies of food and fruit displayed in a still life and could also arrange the objects. • Drawing opportunities in sketchbooks can be developed into paintings which, in turn, can be developed further into 3-D sculptures. Numerous drawing and painting opportunities better inform children when creating 3-D sculptures. • Children could research still life subject matter using the 'Your Paintings' website from the BBC (here) to develop and explain their preferences. • Sketchbooks could be developed as they collect and annotate images of still life examples. Children can experience still life digitally using the American National Gallery of Art website (here) which allows the children to interact and adapt digital still life works. <p>Drawing and painting</p> <ul style="list-style-type: none"> • Set up a series of still life arrangements of food, fruit and vegetables. Children make observational studies in sketchbooks. • Use a full range of drawing materials; grades of pencils, charcoal and chalk to make careful drawings, smudging to help create 	<p>recorders</p> <ul style="list-style-type: none"> • Present recorded visual images using software e.g. Photostory, PowerPoint • Use a graphics package to create images and effects with; • Lines by controlling the brush tool with increased precision • Changing the type of brush to an appropriate style e.g. charcoal • Create shapes by making selections to cut, duplicate and repeat • Experiment with colours and textures by making an appropriate choice of special effects and simple filters to 	<p>cultures.</p> <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Drawing</p> <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements (such as biros, charcoal and chalk) to create lines and marks. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. • Experiment with different grades of pencil and other implements to 	
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			<p>3-D effects.</p> <ul style="list-style-type: none"> • Work on a larger scale perhaps with charcoal and graphite sticks, develop in pastel, mixing colours and smudge to create 3-D effects. • Develop drawings in paint; mix colours and tints and shades. • Experiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials. • Encourage drawing and painting for sustained periods of time. This will allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks. <p>Evaluating</p> <ul style="list-style-type: none"> • Use sketchbook to refer back to original ideas to incorporate as work progresses. • Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist 	manipulate and create images for a particular purpose	<p>achieve variations in tone.</p> <ul style="list-style-type: none"> • Create textures with a wide range of drawing implements (such as oil and chalk pastel). <p>Painting</p> <ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task. <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal. 	
Artists Covered					<u>Monet</u>	
Y4 Resources						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Topic	Kingdom United	Goodnight Mr Tom	Earthlings	Inventors and Inventions	Amazon Adventure	Faster Higher Stronger
Year 5 Art & Design Drawing Painting 3D	DT	<u>Drawing – Henry Moore</u> <ul style="list-style-type: none"> •Lines, Marks, Tone, Form and Texture • Use dry media to make different marks, lines, patterns and •Shapes within a drawing. •Experiment with wet media to make different marks, lines, •Patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. •Use different techniques for different purposes i.e. shading, •Hatching within their own work. •Start to develop their own style using tonal contrast and mixed media. •Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. & Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. •Show an awareness of how paintings are created i.e. Composition. 	<u>Painting – Joan Miro</u> <ul style="list-style-type: none"> •Painting •Develop a painting from a drawing •Carry out preliminary studies, trying out different media and materials and mixing appropriate colours •Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music •Colour •Mix and match colours to create atmosphere and light effects •Be able to identify primary secondary, complementary and contrasting colours •Work with complementary colour •Collage •Add collage to a painted, printed or drawn background •Use a range of media to create collages •Use different techniques, colours and textures etc when designing and making pieces of work •Use collage as a means of extending work from initial ideas 	DT	DT	<u>Sculpture – Greek Sculptures</u> <ul style="list-style-type: none"> •Shape, form, model and construct from observation or imagination. •Use recycled, natural and man-made materials to create sculptures. •Plan a sculpture through drawing and other preparatory work. •Develop skills in using clay including slabs, coils, slips, etc. •Produce intricate patterns and textures in a malleable media.
Artists covered		<u>Henry Moore</u>	<u>Joan Miro</u>			
Year 5 Resources						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Topic	Survival	Britten's Got Talent	Heroes and Villains	Supersleuth	Wonder	Beside the Seaside
Y6 Art & Design Drawing Digital Media Printing Collage	<u>Digital Media - Camouflage</u> Drawing •Work from a variety of sources including observation, photographs and digital images. •Work in a sustained and independent way to create a detailed drawing. •Develop close observation skills using a variety of view finders. •Use a journal to collect and develop ideas. •Use dry media to make different marks, lines, patterns and shapes within a drawing. •Experiment with wet media to make different marks, lines, patterns, textures and shapes. •Explore colour mixing and blending techniques with coloured pencils, pastels. •Use different techniques for different purposes i.e. shading, cross-hatching. •Show an awareness of how paintings are created i.e. composition. Digital •Use a graphics package to create and	<u>Collage – Kandinsky</u> • Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures etc when designing and making pieces of work • Use collage as a means of extending work from initial ideas	DT	DT	<u>Printing – Lino Printing</u> •Create printing blocks by simplifying an initial sketch book idea •Use relief or impressed method •Create prints with three overlays •Work into prints with a range of media e.g. pens, colour pens and paints	DT

	manipulate new images. •Be able to import an image (scanned, retrieved, taken) into a graphics package. •Understand that a digital image is created by layering. •Create layered images from original ideas.					
Artists covered	<u>David Hockney</u>	<u>Kandinsky</u>			<u>William Morris</u>	
Y6 Resources						