

**ART  
WHOLE SCHOOL  
OVERVIEW**

**Colton Primary School**



YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<b>TOPIC</b> <b>Artist – Giuseppe Arcimboldo</b>	<b>TOPIC</b> <b>Artist – Jim Dine</b>	<b>TOPIC</b> <b>Artist – Eric Carle</b>
<b>N</b>	<p><u>Mark making</u></p> <p>To explore different media to make marks – use chalks, pens, paint, crayons.</p> <p><u>Colour</u></p> <p>To recognise and name colours.</p> <p>To explore and experience colour.</p> <p><u>Painting</u></p> <p>To teach children how to use a paint brush.</p> <p><u>Printing</u></p> <p>To print using body parts and natural objects.</p>	<p><u>Mark making</u></p> <p>To explore making marks and focus on lines and circles.</p> <p>To give meaning to marks that are made.</p> <p><u>Colour</u></p> <p>To recognise and name colours.</p> <p>To explore and experience colour.</p> <p><u>Painting</u></p> <p>To explore how to paint using block paints.</p> <p><u>Printing</u></p> <p>To explore printing using sponges and rollers.</p>	<p><u>Mark making</u></p> <p>To begin to understand how to grip a pencil comfortably.</p> <p><u>Colour</u></p> <p>To recognise and name colours.</p> <p>To explore and experience colour.</p> <p><u>Painting</u></p> <p>To explore colour mixing by investigation.</p> <p><u>Printing</u></p> <p>To explore pattern using a variety of resources.</p>

	<b>TOPIC</b> <b>Artist – Jackson Pollack</b>	<b>TOPIC</b> <b>Artist – Faberge eggs</b>	<b>TOPIC</b> <b>Artist – Charlene Lanzel</b>
	<p><u>Mark making</u></p> <p>To explore different media to make marks – use chalks, pens, paint, crayons.</p> <p><u>Colour</u></p> <p>To recognise and name colours.</p> <p>To explore and experience colour.</p> <p><u>Painting</u></p> <p>To introduce different sized brushes and explore different painting techniques – making dots.</p> <p><u>Printing</u></p> <p>To print using body parts and natural objects.</p>	<p><u>Mark making</u></p> <p>To explore making marks and focus on lines and circles.</p> <p>To give meaning to marks that are made.</p> <p><u>Colour</u></p> <p>To recognise and name colours.</p> <p>To explore and experience colour.</p> <p><u>Painting</u></p> <p>To explore how to paint using block paints.</p> <p><u>Printing</u></p> <p>To continue to explore printing using sponges, rollers and shapes.</p>	<p><u>Mark making</u></p> <p>To draw with increasing detail such as representing a face with a circle.</p> <p><u>Colour</u></p> <p>To recognise and name colours.</p> <p>To explore and experience colour.</p> <p><u>Painting</u></p> <p>To explore colour mixing by investigation.</p> <p><u>Printing</u></p> <p>To continue to explore pattern using a variety of resources.</p>

	TOPIC Artist – Yayoi Kusama	TOPIC Artist - Stephen Brown	TOPIC Artist – Picasso (cubism)
R	<p><u>Drawing</u></p> <p>To be confident in drawing line and circles, giving meaning to their marks.</p> <p>To take part in guided drawing activities to create representations of themselves and people (e.g., black line drawings of families, self-portraits).</p> <p><u>Colour</u></p> <p>To use colours for a particular purpose. E.g., self-portrait – hair/skin/eye colour)</p> <p><u>Paint</u></p> <p>To explore a variety of paint types (poster, block water)</p> <p><u>Print</u></p> <p>To be able to print using natural objects e.g., leaves.</p> <p><u>3D sculptures</u></p> <p>To understand what transient art is and the areas of the classroom they can use to create sculptures e.g., malleable, construction, creation station.</p>	<p><u>Drawing</u></p> <p>To use lines to create an enclosed space.</p> <p>To take part in guiding drawing activities, drawing shapes and adding specific details (e.g., wheels on vehicles)</p> <p><u>Colour</u></p> <p>To begin to explore mixing colours using ready mixed paint.</p> <p><u>Paint</u></p> <p>To be able to use a variety of painting equipment, choosing the appropriate tool for a planned effect.</p> <p><u>Print</u></p> <p>To explore a wider range of printing equipment e.g., sponges, rollers, body parts, fruit.</p> <p><u>3D sculptures</u></p> <p>To be able to use simple joins e.g., celloptape, glue.</p> <p>To be able to select resources independently and constructs their own ideas.</p>	<p><u>Drawing</u></p> <p>To show different emotions through drawing.</p> <p>To take part in guided drawing activities, beginning to add in specific colours.</p> <p><u>Colour</u></p> <p>To use colour to portray emotion (link to The Colour Monster)</p> <p><u>Paint</u></p> <p>To introduce powder paint, learning how to mix.</p> <p><u>Print</u></p> <p>To explore printing to create an effect e.g., bricks for houses.</p> <p><u>3D sculptures</u></p> <p>To be able to explore a wider variety of joins e.g., hole punch and string, stapler.</p> <p>To learn how to ‘design’ what they would like to create, using drawings</p>

	<b>TOPIC</b> <b>Artist – Van Gogh</b>	<b>TOPIC</b> <b>Artist – Andy Goldsworthy</b>	<b>TOPIC</b> <b>Artist – Henri Matisse</b>
	<p><u>Drawing</u> To begin to draw from observation e.g., flowers/ plants.</p> <p><u>Colour</u> To explore mixing primary colours, creating a range of secondary colours.</p> <p><u>Paint</u> To use powder paint to mix colours independently.</p> <p><u>Print</u> To explore pressing flowers to preserve.</p> <p><u>3D sculptures</u> To continue exploring joins e.g., split pins, paper clips, treasure tags. To be able to talk about ‘forms and functions’ of the things they create. To begin to evaluate their creations.</p>	<p><u>Drawing</u> To be able to draw from observation, paying attention to detail and colour.</p> <p><u>Colour</u> To explore colours in nature – how to can camouflage. To explore light and dark colours.</p> <p><u>Paint</u> To show a preference for paint types, being able to express the reasons for their choice.</p> <p><u>Print</u> Revisit: To explore printing to create an effect e.g., scaley skin</p> <p><u>3D sculptures</u> To develop advantaged joining techniques e.g., l brackets, slots.  To create things collaboratively, sharing ideas, resources, and skills</p>	<p><u>Drawing</u> To be able to draw from observation and using their imagination. Draws freely, adds specific details, uses appropriate colour etc.</p> <p><u>Colour</u> To collaborate knowledge of colour and use it independently. To be know and be able to mix a variety of colours.</p> <p><u>Paint</u> To be able to confidently paint from observation and using their imagination.</p> <p><u>Print</u> To be able choose an appropriate printing method for a specific task.</p> <p><u>3D sculptures</u> To be able to choose the most appropriate joining method for a task, giving reasons for their choice. To be able to design, make and evaluate during independent play.</p>

<b>Key Stage 1</b>	<b>Subject content:</b>  <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>		
<b>1</b>	<b>TOPIC</b> <b>– GUISEPPE ARCIMBOLDO- PORTRAITS AND FRUIT COLLAGE</b>	<b>TOPIC</b> <b>– JACKSON POLLOCK &amp; COLOUR MIXING</b>	<b>TOPIC</b> <b>– LEED’S’ GOT TALENT</b>
	Giuseppe Arcimboldo focus – to give a brief history of the artist and display paintings. Children to discuss what they can see from looking at the paintings. What are the faces created from? (Fruit and vegetables). Can the children see what the artist has used for the different features of the face? To look at a contrasting artist using different media as a comparison. To create own self portraits looking at the different shapes they can see when looking in a mirror. Children to develop drawing skills initially then move onto create their own Arcimboldo collage using real life fruit and vegetables. These photographs can be used then to create own paintings.	Jackson Pollock focus (action art) - to give a brief history of the artist and display paintings. Children to discuss what they can see from looking at the paintings. How do the children think he created his pictures? Show children pictures and videos of how Pollock created his own paintings. Do all the paintings look the same – focus on the colour and lines. Introduce children to terms: abstract expressionism and automatism. To create own pieces based around Pollock’s artwork. Begin by giving children time to experiment with automatism and using music to help create own paintings and how mood affects painting.	Henry Moore’s sculptures (Local artist)- to give a brief history of the artist and display most famous work with a focus on sculpture. Children to say what they notice about Moore’s sculptures – what are they made from? Do they look like anything in particular? What inspired the artist? Look at other sculptors as a comparison (Barbara Hepworth). Children use Moore’s inspirations (or use Leeds as inspiration) to begin to design and create their own sculptures (junk modelling). Give the children skills they need to stick and attach different objects/ materials together.
	<b>Key Objectives:</b>  <b>Exploring and developing ideas:</b> <ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> <li>• <b>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</b></li> </ul>		

2	<b>Drawing:</b> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li><b>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</b></li> </ul> <b>Painting:</b> <ul style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li><b>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</b></li> </ul> <b>Sculpture:</b> <ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> <li><b>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</b></li> </ul> <b>Collage:</b> <ul style="list-style-type: none"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials;</li> <li>add texture by mixing materials;</li> <li><b>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</b></li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>copy an original print (repeated pattern);</li> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> <li><b>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</b></li> </ul> <b>Artists</b> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> <li><b>use key vocabulary to demonstrate knowledge and understanding of artists studied</b></li> </ul>		
	Year 2		
	Autumn TOPIC – LONDON's BURNING	Spring TOPIC	Summer TOPIC – THERE'S NO PLACE LIKE HOME

-ARE POLAR BEARS AND PENGUINS FRIENDS?	– WHAT WAS IT LIKE TO BE A VICTORIAN CHILD?	
<p>Charcoal skills development – children to learn techniques such as creating different textures and tones. Once children are confident they are to practise drawing St Paul’s Cathedral using these techniques.</p> <p>JMW Turner focus – Children to begin by look at a brief history of the artist and the term Romanticism. Explore a range of his paintings and express own opinions. Develop painting skills and create final piece inspired by Turner.</p>	<p>William Morris and printmaking focus – Children begin by looking at history of artist and the impact of printing. Children to look at the designs of tiles and wallpaper he created and make observations. Children to talk about and discuss the artists work and then plan ideas for creating their own tile. They design, make and then print with their design using colour and evaluate afterwards.</p> <p>Continue to develop charcoal skills through looking at the artist L.S Lowry.</p>	<p>Andy Goldsworthy focus – Children to begin by researching about the artist and his most famous artwork. Children to collect natural materials to recreate one of Goldsworthy’s pieces. Explore our own grounds for inspiration – children to draw their own ideas for a composition using natural materials. Give the children time to take photographs and decide on a location for their final piece which they can showcase to the rest of the school.</p>
<p><b>Key Objectives</b></p> <p><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> <li>• <b>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</b></li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> <li>• <b>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</b></li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• mix primary colours to make secondary colours;</li> <li>• add white and black to alter tints and shades;</li> <li>• <b>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</b></li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>• use a variety of techniques, e.g. rolling, cutting, pinching;</li> </ul>		

	<ul style="list-style-type: none"><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li></ul> <p>Collage:</p> <ul style="list-style-type: none"><li>• use a combination of materials that have been cut, torn and glued;</li><li>• sort and arrange materials;</li><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li></ul> <p>Printing</p> <ul style="list-style-type: none"><li>• copy an original print (repeated pattern);</li><li>• use a variety of materials, e.g. sponges, fruit, blocks;</li><li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li></ul> <p>Artists</p> <ul style="list-style-type: none"><li>• describe the work of famous, notable artists and designers;</li><li>• express an opinion on the work of famous, notable artists;</li><li>• use inspiration from famous, notable artists to create their own work and compare;</li><li>• use key vocabulary to demonstrate knowledge and understanding of artists studied</li></ul>		
Key Stage 2	<p><b>Subject content:</b></p> <p>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.</p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• about great artists, architects and designers in history.</li></ul>		
YEAR 3			
3	<b>Autumn TOPIC</b> <b>- BOB THE BUILDER IN THE STONEAGE</b>	<b>Summer 1 TOPIC</b> <b>–THE LEGACY OF THE ANCIENT GREEKS</b>	<b>Summer 2 TOPIC</b> <b>– LEEDS MAP ADVENTURERS</b>
	To look at prehistoric art – children to discuss what they can see. Why might prehistoric people recorded everyday life? What materials did	Greek war vases – begin by looking at pictures and making observations. Give a brief history of war vases and the tools and medium used to create them.	David Hockney and landscape art focus – children begin by looking at Hockney’s art and making comparisons to other more traditional



prehistoric people use and how did they get the different colours for painting? Look at natural dyes with the children – create own in class that they can experiment painting with and compare to acrylic paint. Children to develop drawing skills through observational drawings of Stone Age art. To develop techniques using pastels/ charcoal to develop a final cave painting piece.

Through developing their understanding, children are to design their own war vase and images they would paint on (relevant to present day). Children to develop their clay skills throughout the sessions to then create their own Greek vase.

landscape art. Children to discuss similarities and differences and give their own opinions. To develop children's observational skills and give an understanding of creating perspective. Collect images/ photographs of different landscapes (could be from a local walk) that the children could use to create own piece from. Once developed drawing skills focus on colour and using watercolours. How to create different textures and tones?

#### Key Objectives:

##### Exploring and developing ideas:

- use sketchbooks to record ideas;
- explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- adapt and refine ideas;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.**

##### Drawing:

- experiment with showing line, tone and texture with different hardness of pencils;
- use shading to show light and shadow effects;
- use different materials to draw, e.g. pastels, chalk, felt tips;
- show an awareness of space when drawing;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.**

##### Painting:

- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- create different textures and effects with paint;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.**

##### Sculpture:

- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practise joining techniques;
- add materials to the sculpture to create detail;

	<ul style="list-style-type: none"><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</li></ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"><li>• select colours and materials to create effect, giving reasons for their choices;</li><li>• refine work as they go to ensure precision;</li><li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li></ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"><li>• select appropriate materials, giving reasons;</li><li>• use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li><li>• develop skills in stitching, cutting and joining;</li><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li></ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"><li>• use more than one colour to layer in a print;</li><li>• replicate patterns from observations;</li><li>• make printing blocks;</li><li>• make repeated patterns with precision;</li><li>• use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li></ul> <p><b>Artists:</b></p> <ul style="list-style-type: none"><li>• use inspiration from famous artists to replicate a piece of work;</li><li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li><li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li><li>• use key vocabulary to demonstrate knowledge and understanding of artists studied.</li></ul>		
YEAR 4			
4	<b>Autumn 1 TOPIC</b> <b>-FAKING IT</b>	<b>Autumn 2 TOPIC</b> <b>– BEAR GRYLLS SURVIVAL ACADEMY;</b> <b>RAINFOREST CHALLENGE</b>	<b>Summer TOPIC</b> <b>– THE MAGIC OF WATER</b>
	Antonio Gaudi and mosaic art focus – children begin by looking at Gaudi’s mosaic work. What do they notice about the colours used and how the artwork has been created? Make comparisons to other mosaic artwork and Roman mosaics. Investigate patterns, colour and design. Plan their own mosaic artwork around a theme. Practise creating	M.C. Escher focus (natural world inspired pieces) - Children to look at a variety of Escher’s pieces to develop their understanding of his art and the illusions he created. Move onto focusing on the patterns he created using animals and introduce tessellation. Children to explore tessellation by using basic shapes and then with more complex shapes (like Escher’s	Anglo Saxon art focus – children to build on their clay skills from the previous year. To explore Anglo Saxon water pots – the shape, construction and techniques used to create them. Develop skills in painting and adding patterns to clay. Once children are confident

their design in paper and learn the skills need to create their own mosaic.

frog). Children to then using their knowledge of tessellation to create their own shape/ animal to tessellate. Move onto printing.

with the techniques and their own design to create a final water pot.

#### Key Objectives:

##### Exploring and developing ideas:

- use sketchbooks to record ideas;
- explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- adapt and refine ideas;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.**

##### Drawing:

- experiment with showing line, tone and texture with different hardness of pencils;
- use shading to show light and shadow effects;
- show an awareness of space when drawing;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.**

##### Painting:

- use varied brush techniques to create shapes, textures, patterns and lines;
- mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- create different textures and effects with paint;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.**

##### Sculpture:

- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practise joining techniques;
- add materials to the sculpture to create detail;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.**

##### Collage:

- select colours and materials to create effect, giving reasons for their choices;
- refine work as they go to ensure precision;
- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.**

##### Textiles:

- select appropriate materials, giving reasons;
- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- develop skills in stitching, cutting and joining;

- use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
- Printing:**
- use more than one colour to layer in a print;
  - replicate patterns from observations;
  - make printing blocks;
  - make repeated patterns with precision;
  - use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.
- Artists:**
- use inspiration from famous artists to replicate a piece of work;
  - reflect upon their work inspired by a famous notable artist and the development of their art skills;
  - express an opinion on the work of famous, notable artists and refer to techniques and effect;
  - use key vocabulary to demonstrate knowledge and understanding of artists studied.

## YEAR 5

5	SPRING 1 TOPIC – WHO WAS MAKING HISTORY 1000 YEARS AGO?	Spring 2 TOPIC – THE LAND OF OPPORTUNITY	Summer TOPIC – TEMPLE NEWSAM'S CLAIM TO FAME
	Frida Kahlo (folk art style of Mexico) focus – Give the children a brief history of the artist including the term surrealist art, realism and symbolism. Explore a range of her artwork and her own influences. Children to develop techniques using paint to recreate some of Kahlo's own paintings. Children then to focus on themselves and develop drawing skills through self portraits leading onto a final composition based around their life for inspiration (using paint in the style of the artist).	Georgia O'keefe focus – Give the children a brief history of the artist including her role in the development of modern art and her inspirations from the natural world. Display a range of O'keefe's paintings and make observations. Children to develop their skills of using pastel to recreate some of the artists paintings. Use our own landscape and nature to inspire the children to create their own final piece.	Tudor art focus – Show children a range of art from this period and give them time to make their own observations and comparisons to other artists they have studied. Focus on weaving (or embroidery) and the techniques and equipment people used at the time. Children to move onto learn the techniques of weaving and then design and create their own piece.

## Key Objectives:

### Exploring and developing ideas:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.**

### Drawing:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.**

### Painting:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.**

### Sculpture:

- plan and design a sculpture;
- use tools and materials to carve, add shape, add texture and pattern;
- use materials other than clay to create a 3D sculpture;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.**

### Collage:

- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a collage;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.**

### Textiles:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.**

### Printing:

- design and create printing blocks/tiles;
- develop techniques in mono, block and relief printing;
- create and arrange accurate patterns;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;**

### Artists:

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;
- **use key vocabulary to demonstrate knowledge and understanding of artists studied.**

## YEAR 6

6

### Autumn 1 TOPIC –A LEEDS REVOLUTION

Textile focus – children learn how to Rag Rug. Begin by giving the children an understanding of the history of Rag Rugging and link to the changes during the industrial revolution. Model the techniques children need to complete their own section of a Rag Rug and the tools they will be working with. Children make independent choices about design and colour. Once the children have developed their skills they could work towards a final piece as a class. Children to design a picture (which could be digital) based around a theme (using the colour materials available).

### AUTUMN 2 TOPIC – WHAT WOULD THE EARTH SAY IF IT COULD TALK?

Stephanie Peters (natural disasters) focus – Children begin by look at paintings by the artist and making observations. Give children a background of the artist and her influences. Children to recreate some of her work and develop techniques using paint, and building in texture and different mediums. To create their own picture by initially drawing and then move onto painting (including different mediums).

### SPRING 1 TOPIC – IN FLANDER'S FIELDS

Henry Moore Focus (WW2 link) – Children will begin by learning about artist, his influences and style. Initially to view Moore's charcoal drawings of soldiers during the Blitz. Children to develop charcoal techniques, copy Moore's drawings and then compose their own charcoal piece. Move onto focus at looking at Moore's sculptures to inspire children to make their own mini sculptures out of mod roc.

#### Key Objectives:

#### Exploring and developing ideas:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.**

#### Drawing:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.**

#### Painting:

- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.**

#### **Collage:**

- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a collage;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.**

#### **Textiles:**

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.**

#### **Printing:**

- design and create printing blocks/tiles;
- develop techniques in mono, block and relief printing;
- create and arrange accurate patterns;
- **use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;**

#### **Artists:**

- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;
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