

<p>ART</p> <p>EYFS</p>	<p>Art in the Early Years is taught holistically throughout the year with some specific teaching in the foundations of art skills, including:</p> <ul style="list-style-type: none"> • Observational drawing and painting • Colour mixing using various media • Collage techniques • Use of various materials e.g. felt, wool, paper, card etc. • Learning the names and use of tools e.g. various sized brushes, types of paint, mark making tools etc. <p>These are taught through planned topics (see below) following the EYFS Curriculum.</p>			
	<p>Nursery</p> <ul style="list-style-type: none"> • Aut 1 – Me and My Family • Aut 2 – Colours • Spring 2 – Spring specific learning • Summer 2 – Summer specific learning 		<p>Reception</p> <ul style="list-style-type: none"> • Aut 1 – food and Feasts • Aut 2 – Autumn and winter specific learning • Spring 2 – Spring specific learning • Summer 1 – Journeys • Summer 2 – Summer specific learning 	
<p>Year 1</p>	<p>Unit title and key focus</p>	<p>Drawing: Make your mark - Aut (5 lessons) Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	<p>Painting and Mixed Media: Colour splash - Spring (5 lessons) Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create painting</p>	<p>Sculpture and 3D: Paper Play – Sum (5 lessons) Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the ‘Tree of life’ screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>
	<p>Key learning by the end of the unit</p>	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas in an open-ended way. • Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. • Describe and compare features of their own and other’s art work. 	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas in an open-ended way. • Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<ul style="list-style-type: none"> • Use their hands to manipulate a range of modelling materials, including paper and card. • Explore how to join and fix materials in place. • Create 3D forms to make things from their imagination or recreate things they have seen.
	<p>Key vocabulary</p>	<p>See Kapow Knowledge Organiser</p>		

Year 2		<p>Drawing: Tell a story - Aut (5 lessons) Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<p>Sculpture and 3D: Clay houses – Spring (5 lessons) Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting.</p>	<p>Painting and Mixed Media: Life in colour - Sum (5 lessons) To develop knowledge of colour mixing, know how texture can be created with paint and exploring texture, pattern and collage through arrangement.</p>
		<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. • Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. • Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. • Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work. 	<ul style="list-style-type: none"> • Develop understanding of sculpture to construct and model simple forms. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop basic skills for shaping and joining clay, including exploring surface texture. 	<ul style="list-style-type: none"> • Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. • Create a range of secondary colours by using different amounts of each starting colour or adding water. • Make choices about which materials to use for collage based on colour, texture, shape and pattern. • Experiment with overlapping and layering materials to create interesting effects.
	Key vocabulary	See Kapow Knowledge Organiser		
Year 3		<p>Painting and Mixed Media: Prehistoric painting - Aut (5 lessons) Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>Craft and Design: Ancient Egyptian scrolls - Spring (5 lessons) Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>	<p>Drawing: Growing artists - Sum (5 lessons) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form</p>

	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. • Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> • Learn a new making technique (paper making) and apply it as part of their own project. • Investigate the history of a craft technique and share that knowledge in a personal way. • Design and make creative work for different purposes, evaluating the success of the techniques used. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. • Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.
	Key vocabulary	See Kapow Knowledge Organiser	
Year 4	<p>Painting and Mixed Media: Light and Dark - Aut (5 lessons) Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p>Drawing: Power Prints - Spring (6 lessons) Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Sculpture and 3D: Mega Materials – Sum (5 lessons) Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>
	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> • Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. • Show an understanding of appropriate finish and present work to a good standard.

	<ul style="list-style-type: none"> Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<ul style="list-style-type: none"> Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. 	<ul style="list-style-type: none"> Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.
	Key vocabulary	See Kapow Knowledge Organiser	
Year 5	<p>Drawing: I need space - Aut (6 lessons)</p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<p>Painting and Mixed Media: Portraits - Spring (5 lessons)</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p>Sculpture and 3D: Interactive Installation – Summer (5 lessons)</p> <p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>
	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. 	<ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects. 	<ul style="list-style-type: none"> Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently.
	Key vocabulary	See Kapow Knowledge Organiser	

Year 6		<p>Drawing: Make my Voice Heard - Aut (5 lessons) Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p>	<p>Craft and Design: Photo Opportunity – Spring (5 lessons) Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>	<p>Painting and Mixed Media: Artist Study - Summer (5 lessons) Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks and planning for a final piece, they present what they have learnt about the artist.</p>
		<ul style="list-style-type: none"> • Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. • Apply new drawing techniques to improve their mastery of materials and techniques. • Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. 	<ul style="list-style-type: none"> • Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. • Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. 	<ul style="list-style-type: none"> • Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. • Work in a sustained way over several sessions to complete a piece. • Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. • Consider materials, scale and techniques when creating collage and other mixed media pieces. • Create collage in response to a stimulus. • Work collaboratively on a larger scale.
	Key vocabulary	See Kapow Knowledge Organiser		