

Art In The EYFS

Children will explore Art through Expressive Arts and Design. Throughout our continuous provision for the children they will have opportunities to become Artists, showing their creativity, ideas and experiences through drawing, painting, sculpture and collage. They will use a range of different materials to expressive themselves through Art. Children will have continuous access to creative areas where they can freely access materials, pens, pencils and paint.

Through encouraging curiosity with our big questions, we are able to expose children to ideas and key vocabulary that will support the progression of Art into year 1 and contribute to the children's readiness for the Key Stage 1 Art Programme of study.

Each Term our Big Questions will allow us to spark children's interests in different techniques in art, scaffolding them to use new skills to develop and share their ideas and imagination.

To support our readiness we will: -

- Use/develop a four-finger grasp and move on to a static tripod grasp.
- Be given the opportunity to construct a variety of different products safely using different tools and media, learning how to join different materials
- Learn to hold and use scissors correctly, to cut straight and curved lines.
- Have an opportunity to share our ideas, and explain adaptations to work where necessary.
- Use a mixture of natural and man-made materials to explore and create new structures.
- Explore mixing of colours and will use different mediums such as crayons, felts, chalks (fat and thin), paint, collage, sculpting and modelling, 3D sculpture with modelling resources with blocks, natural resources, lego etc.
- Use a variety of pencils, pens, markers, chalks, charcoal etc for drawing and sketching whilst investigating the varying effects which can be made using these tools
- Develop our ideas and techniques with the support and guidance to create masterpieces.
- Begin to look at different artists, discussing their work and creating our own.

Reception Overview			
	Autumn	Spring	Summer
Big Questions	What makes me Unique? What is a traditional tale?	How can I get there? What is my favourite animal and why?	What can I grow? Who can help me?
Significant Individuals		Wassily Kandinsky	Giuseppe Arcimboldo
Key Vocabulary in Reception	Art, Artist, draw, paint, colour, texture, pattern, shape, collage, clay, junk modelling, Materials, construct, make, tape, glue, stick, join, design pens, pencils, chalks, crayons, oil pastels, fat, thin, thick, mix, smudge, rub, blend Clay, mould, pull, push, roll, pinch Scissors, snips, cut		

St. Michael's Art Overview 2022

Y1		Autumn 2	Spring 2	Summer 2
Topic		Landscapes and Cityscapes (Van Gogh, Monet and Metzinger)	Paper Art (Mackintosh)	Nature Sculptures (Andy Goldsworthy)
National Curriculum objectives		<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about work from a range of artists. 	<ul style="list-style-type: none"> To learn about the work of a range of artists. To develop a wide range of art and design techniques. To use drawing, painting and sculpture to develop and share ideas, experiences & imagination. 	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences & imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists.
Whole unit	Expected outcomes	<ul style="list-style-type: none"> To be able to describe the style of Monet, Van Gogh and Metzinger. To understand the similarities and differences between these artists' styles. To be able to recreate the styles and create their own landscapes and cityscapes. To be able to use pastels and paints. 	<ul style="list-style-type: none"> To understand that paper can be used in lots of artistic ways. To be able to name different types of paper. To be able to work with paper to create different types of artwork. To be able to evaluate their work. 	<ul style="list-style-type: none"> To be able to create observational drawings of natural materials. To be able to use scissors. To be able to make a showcase of their work.

	Vocab	Impressionism, founder, garden, lily pond, outdoors, landscape, scene, light, seasons, bold brushstrokes, bright colours, Monet, cityscape, building, pastels, colour, light, reflection, stormy, sunset, shape, sky, clouds, Impressionism, t, Waterloo Bridge, Charing Cross Bridge, Houses of Parliament, smudge, Vincent van Gogh, artist, oil paint, bright, bold, brushstrokes, colours, style, acrylic paint, daytime, marks, style, daytime, marks, Neo-Impressionism, painting, cityscape, similarities, differences, colourful, vibrant, mosaic, squares, Metzinger, gaps, features.	Crepe, greaseproof, watercolour paper, tissue paper, newspaper, wrapping, collage, template, sequin, texture, acetate, Mackintosh, stained glass, bead, wood, plastic, glass, necklace, keyring, papier mâché, sculpture, materials, sculpture, twist, bend, fold, curl, slot.	Sculpture, statue, model, work, work of art, 3-D., nature, natural, clay, model, natural materials, acorn, pine cone, observational, land art, Goldsworthy, art showcase.
Weekly learning objectives specific to St. Michael's (progression of skills)key questions		<p>I can paint a landscape using colour and texture. I can describe the work of the artist, Monet.</p> <p>What do you think this is a painting of? How do you think Monet was feeling when he painted it? What do you notice about the colour and brushstrokes? Are there any similarities and differences?</p>	<p>I know about the different types of paper used in art.</p> <p>What is this type of paper? How would you describe this paper? What is the same/different? How could we explore different types of papers? What could we look at?</p>	<p>I can make a clay model of a natural object. I can talk about nature sculptures. (Science – materials)</p> <p>Why are many sculptures made of metal, clay or stone? What are the properties of these materials?</p>
		<p>I can use pastels to create a cityscape. I can describe the work of the artist, Monet.</p> <p>Can you compare the two Monet paintings? What colours are used? What is the time of day? The weather and seasons?</p>	<p>I can use paper to create a collage.</p> <p>What is a collage? What type of paper would be best to use to make the sort of collage we are making?</p>	<p>I can draw an observational drawing of a natural object. I can talk about Nature Sculptures.</p> <p>What is the material used in this nature sculpture? What does nature mean? What does natural mean?</p>
		<p>I can use colour, texture, and line in a landscape. I can describe the work of the artist, van Gogh.</p> <p>Why do you think Van Gogh used such dark colours?</p>	<p>I can use tissue paper to create a piece of artwork. I can describe the work of Mackintosh.</p> <p>How would you describe tissue paper? What is a stained glass window? What colours would you use to make a stained glass window?</p>	<p>I can collect material for my nature sculptures. What can you collect on your nature walk? Is this natural?</p>

		<p>I can use colour, texture, and line in a cityscape. I can describe the work of the artist, van Gogh.</p> <p>What type of marks did Van Gogh use in this painting? What colours did you use in your landscape? How do you know this is a night-time scene?</p>	<p>I can use paper to create beads. (Science – materials)</p> <p>What are beads? What are they used for? How could we make beads from paper? What can you make out of your beads?</p>	<p>I can make my own land art.</p> <p>I can talk about the artist Andy Goldsworthy.</p> <p>What do you think land art is? What materials would be used to make land art?</p>
		<p>I can use colour and pattern to create a landscape. I can describe the work of the artist, Metzinger.</p> <p>Why did Monet paint the same scene several times? How is this painting the same/different? Which of these do you think was painted by Metzinger?</p>	<p>I can use papier mâché to create a sculpture.</p> <p>What is papier mâché? Have you ever used it before? What shape will you make for your sculpture? What materials could you use?</p>	<p>I can work in a group to make a Big Build nature sculpture.</p> <p>I can compare our sculptures to the work of Andy Goldsworthy.</p> <p>How can you make your sculpture tall? How is it similar/different to Andy Goldsworthy's?</p>
		<p>I can create a mosaic collage landscape. I can compare Metzinger, van Gogh and Monet.</p> <p>What do you remember about how Metzinger painted?</p>	<p>I can create sculptures from paper.</p> <p>What is a sculpture? How could we make a sculpture with paper? How could you twist, bend, fold, curl, slot the paper?</p>	<p>I can make a collage about my work on nature sculptures.</p> <p>I can talk about my work on nature sculptures.</p> <p>Which famous nature sculptures do you like? Why? What materials are used in this sculpture?</p>

Y2		Autumn	Spring	Summer
Topic		Colour Creations	Super Sculptures	LS Lowry
National Curriculum objectives		<ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ 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. 	<ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ 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. 	<ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ 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.
Whole unit	Expected outcomes	<ul style="list-style-type: none"> Mix a range of secondary and tertiary colours Mix shades Mix tints Decide if colours are warm or cool Create art works with the colours they have mixed Describe the work of a range of abstract artists 	<ul style="list-style-type: none"> Create sculptures using different materials Talk about the shapes they are using Express preferences for certain materials Describe the work of a range of sculptors. 	<ul style="list-style-type: none"> Compare two paintings. Mix paint with Lowry colours Paint a seascape Draw simple buildings Point out the matchstick figures in Lowry's paintings. Draw simple matchstick figures. Use scissors safely and effectively. Assemble a collage.
	Vocab	primary colours, Piet Mondrian, abstract art, secondary colours, Mark Rothko, neutral colours, tints, Paul Klee, shades, Jackson Pollock, warm colours, cool colours, Robert Delaunay, Wassily Kandinsky.	sculpture, sculptor, three dimensional (3-D), techniques, carving, wood, casting, metal, bronze, stone, marble, figurative, abstract, materials, dough, Marc Quinn, Antony Gormley, tangram, pipe cleaner mannequin, maquette, modelling wire, cardboard boxes/tubes/rigid plastic packaging, human form, clay, silhouettes, figures, Henry Moore, plaster of Paris, Barbara Hepworth, inside spaces, outside spaces, geodes, acrylic paints, permanent markers, modelling wire mesh glue gun, Alexander Calder, kinetic, mobiles, hanging rods, Dale Chihuly, glass, kiln, furnace, molten, silica, tools	LS Lowry, industrial, landscape, gallery, charcoal, pencil, paint, drawing, painting, perspective, factory, terraced houses, matchstick figures, collage

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		<p>I can make a collage in primary colours and I can talk about the artist Piet Mondrian.</p> <p>Red is a primary colour. Can you think of things that are red?</p> <p>Yellow is a primary colour. Can you think of things that are yellow?</p> <p>Blue is a primary colour. Can you think of things that are blue?</p> <p>Trafalgar Square (1939 – 1943):</p> <p>What do you see when you look at this painting?</p> <p>How has this painting been made?</p> <p>What kind of colours does Mondrian use?</p> <p>How would you describe these colours?</p> <p>What shapes can you see?</p> <p>What kind of lines can you see?</p> <p>How do you think Mondrian was feeling when he painted this?</p> <p>How does the painting make you feel?</p> <p>Do you like it? Why?</p>	<p>I can sculpt with different materials and I can describe the work of the sculptor, Marc Quinn.</p> <p>What is Sculpture?</p> <p>In 1994, Marc Quinn made lots of sculptures of his hands. Can you guess which material he used?</p> <p>cross curricular links – science materials</p>	<p>I can compare two paintings.</p> <p>Who is LS Lowry?</p> <p>What kinds of art work do you make?</p> <p>How many ways can you think of to make a work of art?</p> <p>What can you use to make art?</p> <p>Imagine you are inside the painting- What kind of colours can you see? What is the weather like? Look at the people in the painting. What are they doing? What noises would you hear if you were in the painting?</p> <p>If you were in the painting how would you feel?</p> <p>What would you be doing? Where would you be going? Where have you been?</p> <p>What do you like about the painting? What don't you like about the painting?</p> <p>How did it feel to be inside the painting?</p> <p>What's the same about these paintings?</p> <p>What's different?</p> <p>What parts of the paintings do you like? Why?</p>
		<p>I can create a colour field painting using colours I have mixed and I can talk about the artist Mark Rothko.</p> <p>What can you remember about the primary colours?</p> <p>Mark Rothko Photopack:</p> <p>What do you see when you look at this painting?</p> <p>How has the painting been made?</p> <p>What kind of colours does Rothko use?</p> <p>How would you describe these colours?</p> <p>What shapes can you see?</p> <p>What kind of lines can you see?</p> <p>How do you think Rothko was feeling when he painted this?</p> <p>How does the painting make you feel?</p> <p>Do you like it? Why?</p> <p>What happens when you mix the primary colours?</p>	<p>To use simple shapes to make sculptures of the human form.</p> <p>These sculptures are by a sculptor called Antony Gormley.</p> <p>What do you think it is made of?</p> <p>Where do you think it might be?</p> <p>Why do you think it looks like this?</p> <p>How big do you think it is?</p> <p>How does it make you feel?</p> <p>Do you like it? Why?</p> <p>Does it remind you of anything?</p> <p>How are they similar?</p> <p>How are they different?</p> <p>Can you make a human form using tangram pieces?</p> <p>Antony Gormley used cubes and cuboids to make this sculpture of a human form. How can we tell it is a human form?</p> <p>What simple shapes could you use to make sculptures in the form of different animals?</p> <p>cross curricular links – science materials</p>	<p>I can paint a seascape using colours I have mixed and I can talk about the work of LS Lowry.</p> <p>This is Going to the Match, 1928 by LS Lowry. What colours can you see?</p> <p>This is Yachts, 1959 by LS Lowry. What colours can you see?</p> <p>Can you mix colours like Lowry?</p> <p>How do you make green?</p> <p>How do you make orange?</p> <p>How do you make purple?</p> <p>How do you make pink?</p> <p>How do you make brown?</p> <p>What do you add to make a colour darker?</p> <p>What do you add to make a colour lighter?</p>

		<p>I can create a painting using tints I have mixed and I can talk about the artist Paul Klee.</p> <p>How do these two paintings by Mark Rothko make you feel?</p> <p>Separation in the Evening (1922):</p> <p>What do you see when you look at this painting?</p> <p>How has the painting been made?</p> <p>What kind of colours does Klee use?</p> <p>How would you describe these colours?</p> <p>What shapes can you see?</p> <p>What kind of lines can you see?</p> <p>How do you think Klee was feeling when he painted this?</p> <p>How does the painting make you feel?</p> <p>Do you like it? Why?</p>	<p>To make a sculpture with a simple human form.</p> <p>Look at the sculptures by Henry Moore.</p> <p>What do you think they are made of?</p> <p>What do they remind you of?</p> <p>How big do you think they are?</p> <p>How do you think they were made?</p> <p>How is this different to the way human bodies really look?</p> <p>What does this sculpture make you think of?</p> <p>This is the full arrangement of sculptures.</p> <p>Now what do you think?</p> <p>Can you describe any similarities between your own work and the sculptures of Henry Moore?</p> <p>cross curricular links – science materials</p>	<p>I can paint a background.</p> <p>Look at this picture.</p> <p>Which things are very close?</p> <p>Which things are in the middle?</p> <p>Which things are far away?</p>
		<p>I can create a drip painting using shades I have mixed and I can talk about the artist Jackson Pollock.</p> <p>Autumn Rhythm (Number 30) (1950):</p> <p>What do you see when you look at this painting?</p> <p>How has the painting been made?</p> <p>What kind of colours does Pollock use?</p> <p>How would you describe these colours?</p> <p>What shapes can you see?</p> <p>What kind of lines can you see?</p> <p>How do you think Pollock was feeling when he painted this?</p> <p>How does the painting make you feel?</p> <p>Do you like it? Why?</p> <p>Think about your painting. What feeling do you think that your painting shows?</p>	<p>To explore sculptures with 'inside' and 'outside' spaces.</p> <p>These sculptures are by a sculptor called Barbara Hepworth. What do you think they are made of?</p> <p>How big do you think they are?</p> <p>Can you describe the different surfaces?</p> <p>What shapes make up the sculptures?</p> <p>How do you think they were made?</p> <p>Can you think of other natural objects with different inside and outside spaces?</p> <p>This sculpture, by Anish Kapoor is called Leviathan. What do you think it looks like inside?</p> <p>cross curricular links – science materials</p>	<p>I can draw buildings to use in my Lowry City Collage and I can talk about the work of LS Lowry.</p> <p>This is Coming from the Mill, 1930 by LS Lowry. Look at this painting. What kinds of buildings can you see?</p> <p>What do these factories look like?</p>

		<p>I can create a painting using warm and cool colours and I can talk about the artist Robert Delaunay.</p> <p>The Joy of Life (1930)</p> <p>What do you see when you look at this painting?</p> <p>How has the painting been made?</p> <p>What kind of colours does Delaunay use?</p> <p>How would you describe these colours?</p> <p>What shapes can you see?</p> <p>What kind of lines can you see?</p> <p>How do you think Delaunay was feeling when he painted this?</p> <p>How does the painting make you feel?</p> <p>Do you like it? Why?</p>	<p>To create kinetic sculptures that move in the wind.</p> <p>These sculptures are by a sculptor called Alexander Calder. What do you think they are made of?</p> <p>How do you think they are made?</p> <p>What shapes can you see?</p> <p>What colours can you see?</p> <p>What do you think makes these mobiles move?</p> <p>Try balancing a pencil or a ruler on your finger. Where was the balancing point?</p> <p>Can you describe how you think each of these objects will move?</p> <p>cross curricular links – science materials</p>	<p>I can draw matchstick figures and I can talk about the work of LS Lowry.</p> <p>This is Coming From the Mill, 1930 by LS Lowry.</p> <p>Can you see a man driving a horse and cart?</p> <p>Can you see a little black cat?</p> <p>Can you see a person leaning out of a window?</p> <p>Can you see a woman in a red hat?</p> <p>What is this matchstick figure doing?</p> <p>What is this matchstick figure doing?</p> <p>What is this matchstick figure doing?</p> <p>What are these matchstick figure doing?</p> <p>Who is that man?</p> <p>What do you think this man is called?</p> <p>Where is he going?</p> <p>Where has he been?</p> <p>What are his family like?</p> <p>What does he do for a job?</p> <p>What does he do for fun?</p> <p>What is he thinking?</p> <p>What are your matchstick figures doing?</p>
		<p>I can create a circles painting using colours I have mixed myself and I can talk about the artist Wassily Kandinsky.</p> <p>Squares with Concentric Circles (1913)</p> <p>What do you see when you look at this painting?</p> <p>How has the painting been made?</p> <p>What kind of colours does Kandinsky use?</p> <p>How would you describe these colours?</p> <p>What shapes can you see?</p> <p>What kind of lines can you see?</p> <p>How do you think Kandinsky was feeling when he painted this?</p> <p>How does the painting make you feel?</p> <p>Do you like it? Why?</p> <p>Think about your painting. What feeling do you think that your painting shows?</p>	<p>To make a sculpture where light, shape and colour create an interesting effect.</p> <p>These sculptures are by a sculptor called Dale Chihuly. What do you think they are made of?</p> <p>What colours can you see?</p> <p>How do you think they have been made?</p> <p>Do they remind you of anything?</p> <p>cross curricular links – science materials</p>	<p>I can use good scissor skills to make a Lowry City Collage.</p> <p>Who is L.S. Lowry?</p> <p>How do we use scissors safely?</p>

Y3		Autumn	Spring	Summer
Topic		Indian Art Cross Curricular: Religious Education - Sikhism Maths - Symmetry	Plant Art Cross Curricular: Science – Plants Design and Technology – Mini Green Houses	Journeys Cross Curricular: Geography – Land Use English – Adventure Journeys
National Curriculum objectives		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials
Whole unit	Expected outcomes	Children can discuss the similarities and differences of Indian painting styles Children can use different mediums to make and decorate a 3D elephant Children understand what symmetry is and can create a symmetrical pattern Children can design and make block stamps for printing Children can use coloured salt to make a rangoli pattern	Children will be able to draw details carefully Children can create printing patterns by choosing the correct tools Children can shape and join paper to resemble plants Children can use their own drawings as ideas for sculptural work Children can make, finish and evaluate a 3D sculpture	Children can produce a piece of art work in the style of Aboriginal Art Children can use colour, pattern and symbols in their art work Children can use the ideas they have gathered to create their own Journey art work Children can constructively discuss their finished art work
	Vocab	Mughal painting, Rajput painting, Mysore Painting, Tanjore Painting, Kangra Painting, Madhubani painting, Pattachitra, colours, patterns, Indian elephant festival, Hastimangala, henna, mehndi patterns, block stamps, block printing, rangoli patterns, indian fabric	Line, texture, pattern, form, structure, petal, flower, leaf, roots, stem, bud, stamen, anther, pollen, shape, tone, Henri Rousseau, flowers, plants, Hapa Zome, hammering, printing, effect, colour, dye,	Aboriginal Art, Symbols, Key, Journey, communication, Jill K Berry, birds eye view, satellite image, features on a map, media, materials, local area, printing techniques, line, pattern, colour, mixing, paint, pointillism, collage

Weekly learning objectives specific to St. Michael's (progression of skills) key questions		<p>To explore the history and styles of Indian Painting</p> <p>Have you seen any Indian Paintings? How did the painting style change over time in India? How are they similar how are they different? What do you notice about the patterns and colours?</p>	<p>To draw details carefully</p> <p>Can you draw a flower? Looking at the image of the flowers, what questions would you ask it? What can you see on the flower? What colours and textures? How can we recreate this? What is the difference now between the flower you just drew and your first flower? Why is there a difference?</p>	<p>To investigate the symbols in Aboriginal Art</p> <p>What is a symbol? What do the symbols mean? What symbols can you find? What do most of them represent? Do you understand the symbols? Can you think of symbols for everyday objects?</p>
		<p>To explore the art displayed during the Indian elephant festival</p> <p>Have you heard of the Indian elephant festival? What colours have been used? What patterns have been used? What parts of the elephant have been decorated? Is it cruel to decorate an elephant? Why/why not?</p>	<p>To investigate the art of Henri Rousseau</p> <p>What can you see in the painting? What colours have been used? When was it made? What material is used to create this picture? Why do you think the artist made it? What kind of plants and flowers can you see in the painting? Which part of the world do you think the painting shows? How does the painting make you feel?</p>	<p>To create a piece of Art work in the style of Aboriginal Art work</p> <p>What can you remember about Aboriginal Art and symbols? What do you think people might see on a journey? What symbols do you think we could use to show this?</p>
		<p>To explore and create Mehndi patterns</p> <p>Do you know what henna is? Do you know why it is used in India? Do you know what symmetry is? Why would it be harder to draw these with henna ink on peoples skin?</p>	<p>To explore and create Hapa Zome</p> <p>Have you heard of Hapa Zome before? What can you see in the artwork? What has the artist made? What materials have been used to make the art? Why do you think the artist made it? What is the step by step process? What equipment will you need? How will you get the best colour from your flowers?</p>	<p>To investigate the work of Jill K Berry</p> <p>Who is Jill K Berry? How can you see the features on a map? Looking at google map what features could you show in your art work of the local area? What different medias has she used? What materials could we use?</p>
		<p>To explore the Indian block-printing technique</p> <p>Do you know how the Indian fabric was made? How was the pattern put on? Do you think you could make your own block printing fabric? How could you make a block stamp with classroom materials? Who do you think would buy block printed fabric and what would they use it for?</p>	<p>To make a paper plant</p> <p>Which patterns can you make out of paper? What plant or flower will you try to make? How will you make sure it looks like the flower? What techniques will you use to hold it together? How will you get different effects?</p>	<p>To identify different ways of representing objects and features on a map</p> <p>What is the difference between Aboriginal Artwork and Jill K Berry's art work? How do they show pathways in a similar way? Can you think of a journey? What do you pass? How can you make sure someone following your map knows where to go? Why would you choose certain symbols?</p>

		<p>To explore and create Rangoli patterns</p> <p>Do you know what a rangoli pattern is? Have you seen or made one before? Have you seen these patterns before? Can you remember what Diwali is? Do you know rangoli patterns include 3 elements? Do you think you could name them after looking at some patterns? Can you list some materials you could use to make your pattern? What colour will you use?</p>	<p>To design and make a 3D flower using wire and paper</p> <p>Which patterns can you make out of paper? What plant or flower will you try to make? How will you make sure it looks like the flower? What techniques will you use to hold it together? How will you get different effects? How will you bend the wire? What techniques can we use to hold the wires together? What equipment will you need? How can we ensure we are safe?</p>	<p>To use gathered ideas to create a piece of Journey art work?</p> <p>What can you remember about symbols? What symbols will you use on your journey? What medias and materials? How will you make the features clear? Will you use aboriginal or Jill K Berry ideas? How will you use colour and pattern?</p>
		<p>To complete a Rangoli pattern</p>	<p>To make and evaluate a 3D flower using wire and paper</p> <p>What do you like about your flower? What did you do well? What would you change? What was your favourite bit to make? What did you find difficult?</p>	<p>To complete a piece of Journey art work</p> <p>Looking at your piece of art is there anything you want to add? Anything you may change?</p>
		<p>To evaluate yours and your peers art work</p> <p>What do you like about your art work? Is there anything you would do differently? Why? What has caught your eye in your peers work? How could they improve? What have they done well?</p>		

Y4		Autumn	Spring	Summer
Topic		FAMOUS BUILDINGS (Architectural Design) Core skills: <ul style="list-style-type: none"> Line drawing To use pattern Pencil drawing techniques Tones of pencil Mark making One-step perspective Water colour wash 	ANDY WARHOL (Pop Art Movement) Core skills: <ul style="list-style-type: none"> Photography Self-portraits / Tracing Blotted line technique / printing Exploring product design and advertising Observational drawing / sketching Mark making Watercolour painting 	FRIDA KAHLO (Portraits) Core skills: <ul style="list-style-type: none"> Opinions of art work Study of an artist Proportions of the face Draw self-portrait/portrait Look at surrealism
National Curriculum objectives		<ul style="list-style-type: none"> to create sketch books to record their observations to improve their mastery of art and design techniques, including drawing and painting using pencil and watercolour. about great artists, architects and designers in history. 	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, printing and painting with a range of materials - pencil, pen, tracing paper, ink and paint</p> <p>To learn about great artists and designers in history – Andy Warhol.</p> <p>Cross curricular link – ICT. To use digital photography to copy an artist's distinctive style.</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.
Whole unit	Expected outcomes	<p>To give opinions on architectural design.</p> <p>To create artwork of famous buildings – St. Basil's Cathedral and Taj Mahal and a street scene.</p> <p>To create the Parthenon (within History topic)</p> <p>To develop intricate patterns using different grades of pencil and other implements to create lines, marks and tone.</p> <p>Cross curricular link – Computing – Research famous building.</p>	<p>The pupils will research different pieces of art created by Andy Warhol and investigate and apply the methods he used in his work. Their photographs and sketches will be developed into a body of work reflecting Warhol's style and their own interests.</p> <p>Cross curricular link – Extreme Earth (Geography)</p>	<p>Pupils will give opinions and study works of art by Mexican painter Frieda Kahlo.</p> <p>To study the proportions of the face and produce a self-portrait and portrait.</p> <p>To look at surrealism as an art movement.</p> <p>Cross curricular link – Geography – Rainforest</p>

	Vocab	Architect, architecture, architectural, mark making, technique, pencil grades, shade/tone, perspective, pattern, colour, light/dark,	<u>Elements of Art</u> Line Shape Form Value Texture Colour Space <u>Principles of Design</u> Pattern Repetition Contrast Emphasis Balance Scale <u>Colour Theory</u> Colour Wheel Complimentary Warm / Cool <u>Composition</u> Still Life Symbolism Technique <u>Topic specific vocabulary</u> Pop art, artistic movement, mass media, popular culture, visual medium, art installation, Pop artist, Andy Warhol, Roy Lichtenstein, Richard Hamilton, Campbell's Soup , mundane objects , collage, silkscreen, stencilling	Portrait, self-portrait, proportion, positioning, Artist, surrealism, culture, beliefs, autobiographical
Weekly learning objectives specific to St Michael's (progression of skills)		<i>To explore and examine buildings in a range of architectural styles.</i> To know what an architect is. To give opinions of architecture design. Use the design features of building to inspire mark making using different pencil grades. Do children know that buildings are designed for a variety of purposes? Do children know that an architect is someone who designs buildings? Can children examine buildings and comment on what they think of them? Can they produce a variety of mark making techniques?	To find out who Andy Warhol was and explore the Pop art movement. Can children explain what the Pop art movement was? Do children know who Andy Warhol was? Can children describe what they think about various works of art, giving reasons for their choices?	<i>To learn about Frida Kahlo and give opinions on some of her work.</i> To look at arrange of painting produced by Frida Kahlo To express likes and dislikes and understand the reasons for her popularity. To choose a picture to study in more detail. To research facts about Frida Kahlo. Can children describe who Frieda Kahlo is and give a brief summary of her work? Can children analyse aspects of a painting including mood and colour? Are children able give their opinion of a painting or artist?
		<i>To explore colour and pattern in the design of St Basil's Cathedral.</i> To look at the patterns and colours of St Basil's Cathedral. Use mark making technique to create a range of patterns in coloured wax crayons. Use watercolours to create a one-colour wash. Do children know that architectural styles change over time and across different locations? Can children describe the main features of St Basil's Cathedral? Can children recreate St Basil's Cathedral using their own interpretations?	To explore Warhol's portraits of celebrities. Do children know why Warhol chose to create artwork of celebrities? Can children create a self-portrait in the style of Andy Warhol? Can children comment on and evaluate their artwork and the artwork of others?	<i>To study the self-portraits of Frida Kahlo.</i> To understand the proportions of the face for a portrait. To produce a self-portrait using correct proportions. Can children describe the differences between a portrait and a self-portrait? Can children describe the general proportions of a face? Can children use their knowledge of proportions to complete a self-portrait?

		<p>To explore the design features of the Taj Mahal. To use tracing paper to produce a symmetrical design.</p> <p>Can children identify lines of symmetry in buildings?</p> <p>Can children use symmetry accurately in their artwork to create effects?</p> <p>Can children discuss why many architects choose symmetrical designs for their buildings?</p>	<p>To be able to use Warhol's blotted line technique to create artwork.</p> <p>Do children know what the blotted line technique is?</p> <p>Can children use the blotted line technique in their own work?</p> <p>Can children evaluate their artwork and say what they think and feel about it?</p>	<p>To explore how Kahlo drew on her cultural background for her artwork. To identify and describe Mexican culture within Kahlo's paintings.</p> <p>To use artwork to express their own identities/ culture/ interests within a portrait of themselves.</p> <p>Are children able to describe aspects of Mexican folk art?</p> <p>Can children identify aspects of the Mexican culture in Kahlo's artwork?</p> <p>Can children identify their own cultural background and use artwork to express this?</p>
		<p>To explore the design features of the Taj Mahal. (Continued) Practise shading techniques with a range of pencil grades.</p> <p>Use technique to add symmetrical detail to The Taj Mahal.</p> <p>Can children identify lines of symmetry in buildings?</p> <p>Can children use symmetry accurately in their artwork to create effects?</p> <p>Can children discuss why many architects choose symmetrical designs for their buildings?</p>	<p>To use the blotted line printing technique to (Pupil choice): recreate 'The Great Wave'? OR create artistic tornadoes OR recreate Warhol's Vesuvius 365.</p> <p>Do children know who Hokusai is and how he created 'The Great Wave'?</p> <p>Can children analyse 'The Great Wave' / Vesuvius 365 and express how they feel about it?</p> <p>Can children make decisions about colours to use in their work?</p> <p>Can children use tone and shade in their work to produce effects?</p> <p>Can children evaluate their artwork and say what they think and feel about it?</p>	<p>To produce a portrait of Frida Kahlo. Look at how Kahlo main features which were exaggerated in her portraits.</p> <p>Children to choose media to create picture.</p>
		<p>To draw a street scene using the technique of one-point perspective. https://www.youtube.com/watch?v=RfilRUu8BMU</p> <p>Can children use one-step perspective technique?</p> <p>Can children use their pencil correctly to achieve a light use of pencil?</p> <p>Can children achieve 3D effect?</p>	<p>To explore Warhol's 'Campbell's Soup' artwork and to select modern items to represent in this style</p> <p>Can children discuss their ideas about what constitutes art and what doesn't?</p> <p>Can children make decisions about forms/items to use in their artwork?</p> <p>Can children sketch carefully and accurately?</p> <p>Are they able to mix and colour match watercolour paint?</p> <p>Can they use mark making effectively to add colour and meaning to an object?</p>	<p>To produce a portrait of a significant person in your life. Children to practise skills learned so far to create a portrait of a person of their choice from a photograph.</p>

		<p>To draw a street scene using the technique of one-point perspective. (Continued)</p> <p>To add detail using mark making techniques and use of tone to enhance drawing.</p> <p>Can children using tone and mark making technique to include detail on their street scene?</p>	<p>To be able to use objects of popular culture to create Pop art.</p> <p>Can children describe the features of Pop art?</p> <p>Can children design and create their own Pop art using items from current popular culture?</p> <p>Can children fairly evaluate their artwork and the artwork of others?</p>	<p>To understand what surrealism is in artwork.</p> <p>To describe aspects of surrealism and give their opinions of surrealist pieces of art.</p> <p>To apply aspects of surrealism to their own work.</p> <p>To look at work by Salvador Dali and Marion Adnams as well as Kahlo.</p> <p>To draw an animal that represents their personality.</p> <p>Can children describe the aspects of the surrealist movement?</p> <p>Can children express their opinion of the surrealism in paintings?</p> <p>Are children able to apply aspects of surrealism to their own artwork?</p>
		<p>Extra Activity: To explore the architecture of Sir Christopher Wren.</p> <p>Use techniques learnt this term to complete a picture of St. Paul's Cathedral.</p> <p>Do children know that Christopher Wren is a famous architect?</p> <p>Can children comment on the features of St Paul's Cathedral and say what they feel about them?</p> <p>Can children sketch features of St Paul's Cathedral accurately?</p>		<p>To explore how Kahlo painted moments in her life and expressed emotion through her work.</p> <p>To produce artwork that shows significant events in their lives e.g. birthday, family event, starting school etc.</p> <p>Can children explain what an autobiographical artist does?</p> <p>Can children identify emotions from a painting?</p> <p>Can children express emotions through their own artwork?</p>
		<p>To sketch an exterior part of the school building</p> <p>Use techniques learnt this term to complete a sketch, using tone to enhance sketch.</p> <p>Can children achieve a proportional drawing?</p> <p>Can they use mark making and tone to enhance drawing?</p> <p>Have they achieved perspective?</p>		

Y5		Autumn	Spring	Summer
Topic		Cityscapes	William Morris	People in Action
National Curriculum objectives		<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and painting about great artists, architects and designers in history 	<ul style="list-style-type: none"> about great artists, architects and designers in history 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting about great artists, architects and designers in history

	Expected outcomes	<ul style="list-style-type: none"> Children will learn who Charles Fazzino is and how he creates his unique cityscapes. They will explore what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city Children will look at artwork by Leonid Afremov who uses a palette knife to create textured, bold and colourful cityscapes. They will find out how they can make palette knives of their own using card to mimic the process used by Afremov, and will be taught how to use these 'knives' in different ways to create different effects. They can then create their own cityscapes using these techniques Children will explore how the sky and light in photos of cityscapes changes at different times of the day. They will explain what a silhouette is before looking at how they can create some cityscape art using silhouettes and creative, colourful background Children will learn about some famous cities around the world that are built on and around water. They will explore the reflections on these bodies of water and will learn how to paint with watercolours to create different effects. They will then create some mirror reflection artwork of a particular city. Children will explore examples of cityscape artwork that has been created using ink pens. They will compare the detail of such artwork with watercolours, noticing how patterns and details are more intricate. They will look at how to use lines and patterns to create their own ink cityscapes. Children will recap everything they have learnt about cityscape artwork, including the various techniques they have used. They will then plan and create their own cityscape artwork, making decision about which city they will portray, what styles and techniques they will use and what materials and tools they will need. 	<ul style="list-style-type: none"> The children are introduced to William Morris and find out who he was and how he was important. They are given a brief history of his background as well as being introduced to the Arts and Crafts movement. They look in detail at his textile and wallpaper designs in order to analyse and compare each one. They then go on to use his art to create a design in a similar fashion. The children investigate the Arts and Crafts movement, and Morris' involvement in it, in more detail. They look at the way the industrial revolution affected the way in which things were being produced and how this affects the quality and quantity of what was produced. They then go on to test the outcome of quality vs quantity as bear makers, comparing and analysing the resulting products. After drawing upon Morris' designs having natural inspirations, the children are given the chance to be inspired by nature and natural objects themselves. Much like Morris used sketching and drawing to gain his inspirations, the children will use their observation skills to sketch a still life of a natural object. The children learn about the process in which wallpaper is printed using wooden blocks. Using inspiration from Morris' designs and their sketching from the previous lessons, children are asked to create a design for their own printing block and test it out in a repeating pattern. Alongside a step-by-step guide on the slides, the children use their designs from the previous lesson to produce their own printing block out of cardboard. They then use this block to print a repeating pattern. The children can be challenged to create a rotating pattern or a print with a different layout. Alternatively, the children could create their printing block using string and cardboard to produce a different effect when printing. 	<ul style="list-style-type: none"> Children will start by exploring some examples of artwork that show movement, particularly body movement. They will then practise some poses and slow-motion movements together before sketching some of these poses from first-hand observation. Children will explore how the features of the face change when engaged in physical activity, with a variety of images to study and imitate. They can then have a go at sketching some different facial expressions and look at how the expression on cartoon faces can be altered with a few simple tricks Children will study the work of different artists who portray movement in their work, including Muybridge, Boccioni and Delaunay, and looks at different techniques used to create the illusion of movement. They can then use these pieces as the inspiration for their own examples of movement art Children will find out what a montage is and look at some examples. They will then explore how they can create a montage that gives the illusion of movement by the repeated placement of a figure. They can add their own features to their montages to express their creativity. Children will think back to the montages they created in the previous lesson and consider how they can extend this and how they can improve their work. They will use a press print to create a similar piece of artwork, considering how they can create the illusion of movement Children will gather all the ideas they have collected throughout the scheme of work to create their own independent piece of movement art, drawing on the work of artists studied and the work they have previously created. They will evaluate their finished pieces and discuss what they feel about them.
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	Vocab	Pop art, techniques, 3D images, texture, silhouette, reflection, perspective, detail, pattern, materials	Repeating pattern, printing block, techniques, still life, art and crafts movement, workmanship, mass production	Features. Expression, montage, illusion, movement, repeated placement, montage, technique
Weekly learning objectives specific to St. Michael's (progression of skills) key questions		To be able to use Pop art techniques and layering to create a 3D cityscape. What is the 3D Pop art technique? Can you create your own 3D cities? Can you explain how to create depth in 3D images?	To explore the artwork of William Morris Can you find similarities and differences between the different works of William Morris? • Can you recreate a wallpaper pattern in the style of William Morris? • Can you analyse an existing piece of artwork using language associated with Art and Design?	To be able to record from first-hand observation Can you visualise and demonstrate a sequence of actions? • Can you record from first-hand observation? • Can you comment on how artists use form and figures in movement art?
		To understand how to use a palette knife and paint to create textured cityscapes. Can you explain what the palette knife technique is? Can you use a home-made palette knife to create a textured appearance? Can you re-create sections of paintings as closely as possible?	To explore and understand the Arts and Crafts movement Can you discuss the difference between quality and quantity? • Can you describe what the Arts and Crafts movement was? • Can you explain why the Arts and Crafts movement was founded?	To study facial expressions relating to movement Can you identify how facial features alter when engaged in physical activity? • Can you record from experience and imagination? • Can you use colours to reflect an idea or emotion?.
		To be able to replicate cityscape photos using different mediums. Can you determine what part of the day a photo has been taken? • Can you explain what a silhouette is? • Can you create backgrounds to reflect a part of the day?	To observe and sketch natural objects Can you use soft, light sketching techniques to create a still life sketch? • Can you use careful observation skills to create a still life sketch? • Can you make observations about different mediums?	To study the techniques of artists when portraying movement. Can you experiment with different techniques? • Can you annotate your work? • Can you adapt the style of artists for your own purposes?
		To explore how to create reflections of cityscapes on water. Can you explain why artists might paint cityscapes with a reflection? • Can you create a cityscape with a reflection? • Can you paint a reflection from different perspectives?	To design a printing block inspired by William Morris • Can you create a design inspired by nature and William Morris? • Can you briefly describe the process of creating a print? • Can you compare and recognise patterns around them?	To be able to create a montage to portray movement. • Can you experiment with different methods and techniques? • Can you arrange images to produce the illusion of movement? • Can you describe what you think and feel about your own artwork and the work of others?
		To understand how to add detail into cityscape ink drawings. Can you explain why some artists draw detailed cityscapes? • Can you create patterns using ink and ink pens? • Can you add detail into blank objects using ink and ink pens?	To create and print using a printing block inspired by William Morris • Can you use a design to make a printing block? • Are you able to reflect on design choices? • Can you print using a printing block?	To be able to use printing to create movement art. Can you experiment with different methods and techniques? • Can you arrange images to create the illusion of movement? • Can you discuss your own work and the work of others?
		To be able to create a cityscape using any media of choice Can you explain why artists choose to re-create cityscapes? • Can you plan your own artwork from scratch? • Can you use different materials to represent a cityscape theme?		To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art. Can you select ideas to use in your work? • Can you apply your knowledge of materials and processes to create your own artwork? • Can you compare your work with others as part of the process of evaluation?

Y6		Autumn	Spring	Summer
Topic		Gustav Klimt (Cross-curricular links: History – great artists in history)	Monet and the Impressionists: Still Life (Cross-curricular links: History – great artists in history; Maths - measurement)	Whole-school Art Week (Cross-curricular links: History – great artists in history)
National Curriculum objectives		Key stage 2 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. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]; about great artists, architects and designers in history. 	Key stage 2 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. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]; about great artists, architects and designers in history. 	Key stage 2 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. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]; about great artists, architects and designers in history.
Whole unit	Expected outcomes	At the end of this unit, children should be able: To discuss and respond to questions about the life of Gustav Klimt and analyse his work. To compose portraits in the style of the sketches of Gustav Klimt. To annotate and/or attempt to improve upon their own sketches. To understand what symbolism is. To identify and attempt to explain symbolic imagery in works of art. To plan and produce imaginative works of art including symbolic imagery. To revisit and develop previous art work they have done. To use a growing range of techniques to develop and enhance their work. To consider and discuss the effect of the gold and silver gilding in Klimt's work. To identify aspects of Klimt's works which show how he was influenced by others. To identify and describe the colours and techniques used in Klimt's landscapes. To develop techniques to create textures in landscape drawings and paintings. To identify differences between Klimt's early and later work. to describe symbolism used to depict Death in Klimt's work. To develop techniques and use symbolism in a Klimt-inspired work of art. To evaluate their own work.	At the end of this unit children should be able: To understand what Impressionism is. To know that Claude Monet was an important person in the Impressionist movement. To explore and compare Impressionist paintings. To understand the main features of Impressionism. To select objects for a piece of still-life art. To understand observational drawing and measurement techniques, in still-life art. To have explored and be able to select and apply appropriate media in their artwork. To apply shadows and highlights in their artwork. To evaluate their own work.	

	Vocab	Gustav Klimt, analyse, compose, annotate, symbolism, symbolic imagery, techniques, enhance, gold and silver leaf, influenced, landscapes, textures, inspired.	Impressionism, Impressionists, still-life art, arrangement, sketching, measurement, observation, observational drawing, techniques, proportion, perspective, colour, shadows, highlights.	
Weekly learning objectives specific to St. Michael's (progression of skills), key questions			To analyse still life paintings to help develop my own ideas. What is still-life art? Who were the Impressionists? Who was Claude Monet?	
		To learn about the painter Gustav Klimt and analyse some of his paintings. Who was Gustav Klimt and what were his paintings like? Planbee 1	To create a still-life arrangement and start sketching. How will I decide to arrange my objects? What measuring technique can be used to ensure correct size, proportion and perspective?	
		To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt. How did Klimt use realistic sketches in his work? What materials did he use for these? Planbee 1	I can produce small sketches from my still-life arrangement. What measuring technique can be used to ensure correct size, proportion and perspective?	
		To use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story. What is symbolism and can you identify it and explain what it means in works of art? Planbee 2	I can sketch and develop a final piece of still-life art. What measuring technique can be used to ensure correct size, proportion and perspective? How will I represent my final drawing on the page and what size will it be? What type of paper will I use?	
		To review and revisit ideas, then use gilding in a Klimt-inspired work of art or product. What is gold leaf? What is gilding? How does Klimt use this in his artwork? Planbee 3	I can complete a final piece of still-life art, using colour, shadows and highlights, and add a background. What media will I use for my final piece? How can I add shadows and highlights? How will I choose a background?	
		To develop techniques used to create natural textures such as those in Klimt's landscape paintings. How was Klimt influenced by others? What colours and techniques does Klimt use in his landscapes? Planbee 4	I can evaluate my work. How well does my work resemble my still-life arrangement? How well have I applied colour? How well does my work follow an Impressionistic style? How could I improve my work?	
		To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt. How are Klimt's earlier and later works different? How did Klimt use symbolism to depict Death in his work? Planbee 5		
		To complete and evaluate work. How does your work compare with Klimt's work? How effective is your work? If you could improve on your work, how would you change it?		