Art Curriculum



**Art Overview**

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|  | Year A | Year B |
| **Year 1/2** | Still life(Henri Rosseau) | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\667DAE7F.tmp | Self Portraits (Frieda Khalo) | Frida Kahlo | Biography, Paintings, & Facts | Britannica |
| Sculptures & collages | Mikhail Gubin, Sculptures, New York, art, artist, sculptor, painter,  photographer, collage, assemblage, abstract, su… | Collage sculpture,  Sculptures, Cardboard art | Textures (seaside) | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2D463C3B.tmp |
| Colour mixing (Kandinsky) | Colour Mixing Tips For Artists: How to Mix Colours When Painting | Print making | Printing With Lego | Teaching Ideas |
| **Year 3/4** | Shapes and tone | basic+drawing | Four basic shapes, shading of form, charcoal | Charcoal  drawing, Drawing for beginners, Object drawing | Quentin Blake/ human figures | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B0C6EE4C.tmp |
| Sculpture with environmental theme | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C2DFC65D.tmp | Drawing with scissors (Matisse) | Matisse: Drawing with Scissors Exhibition at Lady Lever Art Gallery |
| Creating a natural colour palette | Natural color palettes for UI design | by Anna Grenn | UX Planet | Landscapes (Fauvism) | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\944F90F2.tmp |
| **Year 5/6** | Design a building | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F3A70DD0.tmp | Still life (Theme identity) | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\97D8445E.tmp |
| Print making | House from the Movie Up" Art Print by Haleyperetic | Redbubble | Fruit Tiles | Food: Fruit And Vegetable Tiles - Stock Illustration I2758603 at FeaturePics |
| Scaling Up | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\379D7B03.tmp | Design impressionism (Monet) | C:\Users\kbrown\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7CECAF09.tmp |

**Art Vision Statement**

*Every child is an artist…” Pablo Picasso “*

At St. John the Baptist Primary School we believe that art stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the knowledge, skills and concepts necessary for them to express responses to ideas and experiences. It fires their imagination. A high- quality art and design education will engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, recreate, invent and create their own works of art, craft and design. As they progress, our pupils will be able to think critically and develop a more rigorous understanding of art and design, understanding how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

# Intention

It is the intent of St. John the Baptist Primary School for Art and Design to be taught in all year groups, progressing through the strands of drawing, mixed media and painting. In each of the focused units our pupils will have the opportunity to explore artwork, practise skills, study an artist and create a final piece of artwork.

# Implementation

The teaching of Art and Design across the school is based on the National Curriculum ensuring a well-structured approach to this creative subject. Artists are studied, and final artwork is based on developing skills from the chosen artist.

# Impact

Assessment of children's learning in Art and Design is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform the support and challenge required by the children. Art and Design is monitored by the subject leader through book monitoring, lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

*Art is not just a subject to learn, but an activity that you can practise with your hands, your*

*eyes, your whole personality.” Quentin Blake*

EYFS

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| Area of EYFS curriculum | Early Learning Goal |
| * Expressive Arts & Design
 | * Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, de- sign, texture, form and function.
 |
| Drawing |
| * Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).
* Select coloured drawing implements for a purpose.
* Uses drawing tools to make marks, lines and curves.
* Draw accurate representations of people and objects.
* To talk about their own and others’ work.
 |
| Colour |
| * To recognise and name different colours.
* Understand that when colours are mixed, new colours are created.
* To select and create different colours.
* Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.
* Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).
* To work from direct observation and imagination.
* To talk about their own work.
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| Mixed media |
| * Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.
* Impress and apply simple decoration.
* Cut shapes using scissors and other modelling tools.
* Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.
* Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.
* Consider their final outcome before making.
* Choose own resources and talk about their work.
* Enjoy playing with and using a variety of textiles and fabric.
* Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.
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KS1 & KS2

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| **Year 1/2** | Cycle A | Cycle B |
| **Autumn**  | **Autumn**  |
| **Year 1/2** | **Theme: Still life Focus: Henri Rosseau****Final Outcome:****To observe and draw shapes from objects**Key Learning:* Learning that tone refers to the lightness or darkness of something
* Developing understanding of use of different tints and shades to create simple tone in their work
* Experimenting with pencils to create more complex tones - learning that differ- ent ways of holding a pencil affects the tone created
* Y2 :Using tone to create 3D form when drawing.
 | Explore:To practise different types of lines with varying thickness.Skills:* Exploring mark making
* Experimenting with line
* Applying tone to create form.

Artists:Henri RosseauCreate:A still life observational drawing. | Resources: Pencils Crayons Pens CharcoalKey Vocabulary:* variation
* implements
* texture
* annotate
* scale
 | **Theme: Shape Focus: Self portraits****Final Outcome: Children will create a self-portrait in the style of Freida Khalo.**Key Learning:* Creating portraits by controlling

and defining their use of line for expression.* Drawing lines with increased skill, awareness and control.
* Work on different scales.
 | Explore:To draw a self-portraitSkills:* Developing control with control with art materi- als including blending pastels.
* Using 2D mathematical shapes to draw
* Encourage drawings of people to focus on more accurate obser- vations of faces, limbs etc.

Artists:Freida KahloCreate: A self portrait in the style of Freida Khalo.Include opportunity to reflect on skills learned from explore and create. | Resources: Pastels ChalkKey Vocabulary:* smudge
* repetition
* primary colours
* construct
* blend
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| **Year 1/2** | **Mixed media** | **Mixed media** |
| **Focus: Sculptures and collage****Final Outcome: link final sculpture to topic?**Key Learning:* Using a range of materials.
* Creating textured pieces
* Exploring shape
* To use a range of materials creatively to
* design and make products.
* To develop a wide range of art and
* design techniques in using shape, form
* and space.
 | Explore:Sketch a observational drawing of an mini beastSkills:-Design and draw own creature. Use recycled materials to create 3D creature based on 2D design.- Go on a nature walk and collect natural materials. Create a 3D composition.Artist:Louise Borgeois (Spider sculpture)Create:-Use 2D creature design to make a clay sculpture. Children to paint designs onto creatures. | Resources:* Shapes
* colours - coloured paper
* magazines
* Newspapers
* glue
* card
* Scissors
* recycled materials
* -natural materials
* clay
* paint

Key Vocabulary:* arrange
* purpose
* texture
* textile
* comparison
* collection
* natural
* sculpture
 | **Focus: Textures****Final Outcome:**Key Learning:* Impress and apply simple decoration techniques
* Explore working with a range of mal- leable materials
* Use a range of ma- terials creatively to design and make products.
 | Explore:Composition children consider where to place the horizon and tide lines within their artwork.Skills:- Use arange of materials, fromcardboard to foil, to replicatethe textures found at theseasideArtist: Renoir Create:* Using watercolours, pupils
* create different tints, shades
* and hues to paint the
* background of their seaside
* scene
* Add seaside images with added detail and shading
 | Resources:* A3 or A4 thick paper or card
* Pencils/ pens
* Scrap materials
* Blue cellophane
* Tin foil
* Cotton wool
* Collection of objects such as: cotton wool, buttons, beads, fabrics, sequins
* Sand, lentils, rice
* PVA glue and spreaders
* Scissors
* Watercolour paints
* Small pieces of sponge.
* Different sized brushes
* Poster paint in primary col- ours, black and white
* Palettes for colour mixing

Key Vocabulary:* recycle
* malleable
* form
* manmade
* natural
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| **Year 1/2** | **Summer** | **Summer** |
|  |  **Focus: Colour mixing****Final Outcome:****A piece of work based on the style of Kandinsky.**Key Learning:* Learning the names of the primary col- ours and that they can be mixed to make secondary colours
* Explores Colour Mixing
* To use drawing, painting and sculpture
* to develop and share their ideas,
* experiences and imagination.
 | Explore:Take children outside and allow them time to choose an area to into their sketch books or A3. Skills:* Developing their knowledge of primary colours
* Explore mixing the primary colours together to create a secondary colour. They will

learn about colour wheels and how to create different shades of one secondary colour.Artist:KandinskyCreate: To produce a piece of work based on Kandinksy | Resources: Powder paint Ready mixed paintKey Vocabulary:* Pallet
* Colour wheel
* Position
* Primary (colour)
* Light
* Dark
* Thick
* Thin
* Tone
* Warm
* Cold
* Shade
 |  **Focus: colour mixing****Final Outcome: To create a print using two different printmaking techniques**Key Learning:* Choosing and justifying appropriate colours to reflect a theme and purpose
* Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects.
 | Explore:Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizesSkills:* Explore composition by drawing around and
* overlapping 2D shapes to create
* an abstract composition,
* filling each shape with a
* different colour and
* medium.
* By mixing different hues of blue and yellow, children fill an out- line of their hand with varying shades of green, decorating their piece with dots, zig- zags, stripes, wavy lines and shapes.

Artist:Louis WainCreate:* Using shaving foam and ink children to paint the flames into the foam – tell them to press very lightly on the surface with their brushes.
* To create the beams of the Tudor houses use neoprene foam to the same length as the beams they have drawn on the paper. Then they can practise printing onto the plain white paper before

printing onto the flames | Resources:* Paper for printmaking
* A4 paper (multiple sheets per pupil)
* Strong card
* Newspaper to cover tables
* Pencils
* A variety of drawing media
* Rulers
* PVA glue and spreaders
* Thin brushes (approximately size 4)
* Poster paints in: yellow, ochre, lemon yellow, brilliant yellow, brilliant blue, dark blue (ultramarine) and light cobalt blue
* Ready mixed paint for printing
* Black printing ink
* Drawing ink (or Brusho ink powder) in red, orange and yellow
* Print roller trays
* Rollers
* Shaving foam, enough to fill each print roller tray
* Neoprene foam or polystyrene
* 2D shapes to draw around
* Lots of Lego or Duplo blocks

Key Vocabulary: PrintRubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-printTwo-tone print |

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| **Year 3/4** | Cycle A | Cycle B |
| **Autumn**  | **Autumn**  |
| **Year 3/4** | **Theme: Drawing Focus: Seeing shapes Final Outcome:****Using an animal outline to illustrate tone within shapes**Key Learning:* Different pencils create different effects
* Knowing that ‘tone’ refers to the light and dark areas of an object or artwork.
* Holding my pencil properly when shading
* Applying the four rules of shading: Shading in ONE direction, creating smooth, neat, even tones, leaving NO gaps and ensuring straight edges
 | Explore:Finding shapes: Children go on a shape hunt around the school, identifying, drawing and labelling the different shapes that make up the objects they find.Skills:Geometry:Taking a drinks can, children learn to first study an object to identify the simple geometric shapes it's made up of, before sketching out the details using light guidelines.Experiment with four rules of shading.Artist:Joseph Wright of DerbyCreate:Continuing with their work on tone, pupils employ their patience to practice shading smoothly from light to dark, filling the outline and background of an animal template with tone, contrasting the background with the inside of the template | Resources:* HB pencils
* Shading pencils
* Colouring pencils
* A4 Paper or sketchbooks
* Scrap paper
* A4 cartridge paper as required
* Cameras or tablets for taking photo
* Drinks cans
* Rubbers

Key Vocabulary: Geometric shapes Sketching Guidelines3D form Tone Shading TemplateSketch Book: Using sketchbooks to generate ideas and observations | **Theme: Drawing & colour Focus: Quentin Blakes drawings as an inspiration****Final Outcome: To create drawings of the human figure that look at activity and personality with clear intention**Key Learning:* Develops drawing skills
* Introduces life drawing
* Explores seeing “big shapes” & gestural drawing
* Explores “intention”
* Explores how drawing inspires making
* Explores visual literacy
* Connects to literature
 | Explore:Invite children to choose a small object. They are going to be using a pencil to create a continuous line drawing.Encourage children to look carefully at the object slowly, letting the eye travel along the surface.Skills:Controlled and intentional mark making. Teacher to act as model and the children had five minutes to do a continuous line study (with handwriting pens) of pose.Encourage to look for “*big, strong, shapes*“, inviting them to find “*big triangles*“.Repeat activity using simple straight lines and compare.Artist: Looking at some drawings by Quentin Blake in which he purposely exaggerates certain characteristics of the body to convey a sense of action or intention.Create:Work in pairs. Each take turn to sit in a pose (e.g. sat cross legged) for 5 minutes for partner to study using simple straight lines. First putting down pen marks first and then making a watercolour wash in a single colour after. | Resources:-An object to draw near each child, such as a shell, feather, leaf etc* Water colours
* HB pencils
* Handwriting pen

Key Vocabulary: Continuous line FigureSketch Book: Using sketchbooks for planning and refining ideas |

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| **Year 3/4** | **Spring**  | **Spring**  |
|  | **Focus: Sculpture****Final Outcome:****Using themes of great sculptures to create environmental theme sculpture.**Key Learning:* There is a difference between 2D and 3D art.
* There are limitations and possibilities in 3D art. People have different views about different styles of sculpture.
* Sculpture techniques translate to architec- tural details – bas re- lief, decorative cov- ing, carved columns.
 | Explore:Watch a clip from *Stomp.* Children to explore the ways they could use recyclable materials to make percussion instruments.Skills:* Showing creativity in their choice of materials and composition
* Making art from recycled materials

Artist:* Soakri Douglas Camp. Exploring the work of this talented sculptor, pupils use themselves as an active part of their own sculptures.
* El Anatsui: His use of recycled African materials highlights that there are some places in the world where people have to re-use materials out of necessity, rather than as

a choice.Create:To create a sculpture inspired by El Anatsui and Soakri Douglas Camp.Using the magazines and newspaper cutting to develop sense of self as part of their sculptures. | Resources:* A1 sugar paper
* Black A1 card
* Selection of musical instruments
* Recycled materials e.g. plastic bottles with lids (250ml – 5 litre), cardboard packaging, cans, magazines, newspapers.
* Drumsticks/beaters
* Masking tape
* Paints and brushes
* White wax crayons, wax resist sticks or white candles
* Fabric
* Water-based paint in primary and secondary colours.

Key Vocabulary:* Viewpoint
* Detail
* Decoration
* Recycle
* Form
* Two-dimensional
* Three-dimensional
* Texture

Sketch Book: Expressing thoughts and observations in sketchbooks | **Focus: Collage & Printing****Final Outcome: Drawing with scissors: Inspired by Matisse**Key Learning:* Develops printing, drawing and collage skills
* Enables an interpretation and exploration of, and a creative response to an artwork
* Explores visual liter- acy
 | Explore:* Look at the picture *Penelope with the Suitors.* With felt tip pens on large flip chart paper, pupils drew objects that they identified as key features in the painting which they studied. Continuous line drawing encouraged

Skills:Decide on a selection of six colours that complemented each other. Chosen colours to be matched and mixed in batches, using poster colours and white emulsion that gave a chalky quality, then A3 papers are painted.Artist: Mattise. he children watched a brief film about Matisse as he cut giant leaf shapes with shears.. Children encouraged to use discarded shapes left behind from their peers’ cuttings. All to be glued and presented on white A3 paper.Create:Composition: Working collaboratively, using photocopies of continuous line drawings from explore session and Artist session. | Resources:* Felt tip pens
* Flip chart paper
* Poster paints
* Mixing pallets
* Inks
* A3 paper

Key Vocabulary:* Continuous line
* Emblem
* Motif
* Ornamentation Stylised

Swatches* Composition Overlap
* Scale

Sketch Book: Recording ideas for materials and composition |

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| **Year 3/4** | **Summer** | **Summer** |
|  |  **Focus: Creating a natural colour pallet****Final Outcome:**Key Learning:* 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
* About great artists, architects & designers in history
 | Explore:Children are introduced to cave art and reflect upon the purpose of thedrawings before working on developing their sense of proportion in drawing of animals.Skills:* Children scale up their drawings from the pre- vious lesson and use a different

medium, charcoal, in their work.* Identify and collect coloured natural items to paint with. Investigate which natural items make the most successful colours Create paints using all natural ingredients as cave artists did.

Artist:Diego Velázquez painting Old Woman Cooking Eggs to illustrate tints and shades of colour.Create:Children paint their prehistoric animal picture that they drew earlier in the topic. | Resources:* HB pencils
* Natural materials found on school grounds (e.g. leaves, soil etc).
* Sketchbooks
* Natural products to supplement the children’s
* Coloured spices such as turmeric, paprika, cinnamon
* Flour
* Water
* Brushes

Key Vocabulary: AbstractNatural Bold Delicate DetailedColour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise WateryIntense Strong Opaque TranslucentSketch Book: Making records of experiments with various materials |  **Focus: Landscapes****Final Outcome: To create a landscape in the style of Fauvism**Key Learning:* Colour is the focus of Fauvism.
* Different brush strokes result in the impact of the finished painting.
* Images can be collected and used as in- spiration.
 | Explore:Explore mark making by experimenting with flat and round brushes. Explore ideas for creating their own landscapes.Skills:* Recognise the features and genre of landscape painting – composition, elements, structure.
* Use a limited palette to extend their knowledge of colour mixing, textures and mark making– adding white or black to blue, red or yellow to produce a range of tones and shades.

Artists:About the works of Fauve artists including Derain, Matisse, Vlaminck and Braque.Create:Explore ideas for creating their own landscapes in the style of Fauvism. | Resources:* Round head paint brushes (varied size)
* Flat head paint brushes (varied size)
* Water colour pal- lets
* Powder paints
* Mixing pallets
* Wax crayons

Key Vocabulary: SceneryRural Urban Townscape SeascapeRepresentational Imaginary Impressionist Abstract IdealisedNatural Swirling Stippled Transparent Opaque Foreground Background Middle ground HorizonSketch Book: Developing skill and technique using various media in sketchbooks |

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| **Year 5/6** | Cycle A | Cycle B |
| **Autumn**  | **Autumn**  |
| **Year 5/6** |  **Focus: Houses****Final Outcome:****To design a building based on a theme or to suit a specified purpose**Key Learning:. | Explore:Draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like.Skills: Look at, and talk about, shape and pattern within their own environment. Recognise different functions of drawing and the purpose of drawing in the wider worldArtist: Learn about the life and work of Hundertwasser. Using images of Hundertwasser’s work to influence house designs.Create: Ask the children to imagine themselves as an architect that has been given thejob of designing a brand- new building. For example, a stadium inspired by ancient amphitheaters.-Design a monument to a famous person or event in history. | Resources:House Images resource SketchbooksWide range of drawing pencils RubbersColoured pens Black fine line pens A3 paperKey Vocabulary:Motif Viewpoint Distance Direction Angle Perspective Bird’s eye view AlterModify Interior Exterior Natural form Vista Panorama Image SubjectSketch Book:Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies. |  **Focus: Still life****Final Outcome:**Key Learning:* Select from a range of drawing tools and use with increased control to create a specific effect a distorted or blurred image.
* Use drawing as a starting point that may, or may not, be taken forward into work with other media designing, planning or producing a sketch
 | Explore:Using a selection of objects meaningful to them, children learn the subtle art of composition, sketching as they go.Skills: Learning to see light and shade in a new way, children pick out the shapes of their composition using eraserson a lightly greyed out background.Artist: CarmagoUsing the same arrangement as last lesson, pupils draw inspiration from the abstract artist Camargo and use charcoals to create a new still life piece.Create:After looking at still life paintings from Cezanne, pupils mix and use paint to bring colour to their still life with a range of tints and hues. | Resources: Meaningful objects to pupilsA wide range of drawing pencilsRubbers Charcoal Water colours Mixing palletsPaint brushes (round and flat head)Key Vocabulary: Viewpoint Weight CompositionOff-center Near Distance Proportion Foreground Scale Angle Repetition Variation Shade Brushstroke Negative PerspectiveSketch Book:Select from a range of drawing tools and use with increased control to create a specific effect. |

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| **Year 5/6** | **Spring**  | **Spring**  |
|  | **Final Outcome:****A print house village**Key Learning:-Make progress in their ability todescribe and model form and space in 3D using a range of materials.-Constructing images through various methods to further their knowledge and understanding-Developing knowledge and understanding of texture through practical making activities | Explore:Creating printing blocks: Look closely at roof tiles, bricks, pavements, shapes of doorways.-Press-print (quick-print) is the easiest method and the blocks can be small as they will be repeated. Create prints with two overlays.Skills:-Colour mixing and creating pallets ready for printing blocks. --Using repeated prints onto A3 card.Artist: Judith Ann Baun Supplemented by: Hand printingAncient Cave paintingsCreate:Draw stencil of house onto card. These can be transferred to the prints ready to assemble the housesPhotographing and Editing. The houses can be photographed together in a cluster. They can be photographed on mirrors to explore reflection. | Resources:* Poster paints, white emulsion and brushes or sponge
* Marker pens
* Block printing ink, roller and board
* Materials for printing blocks and glue or glue gun – eras- ers, polystyrene packaging, foam, cereal box card, pota- toes. Any old printing blocks can be re-used,
* Scissors
* A3 cartridge paper or thin card.
* Craft knife/cutting board (gyro cut- a safer method of cutting paper shapes)
* iPads– computer with Microsoft Office.

Key Vocabulary: Press print Aesthetic PatternMotif Rotation Reflection Symmetrical Repetition 3DSketch Book: Working collaboratively to explore ideas for meeting a design brief | **Final Outcome:****To create a fruit inspired- tile**Key Learning:- Creating 3D forms in clay Developing drawing and paintingskills | Explore:Cut open a selection of fruits/vegetables to see the inside and all the colours and textures. Using the drawing materials, try to explore re-creating the colours, patterns and textures.Skills:* Observational drawing
* Drawing from perspective
* Collect ideas for work in
* sketchbooks - including
* photographs, colour swatches
* and combinations of textiles

Artist:CaravaggioCreate:* make a viewfinder from four strips of paper or card and then use the view- finder to focus on areas of drawings to inspire tiles. Trace this area of the picture.
* Use your drawings and the sections from the viewfinder as a guide and use the texture tools to impress lines and patterns based on viewfinder segment.
* Seal tile with acrylic paint (slip). When the slip is starting to dry you can use tools to scratch into the slip to add pattern and detail.
 | Resources:* Selection of fruits and vegetables, knife, cutting mat, paper towels.
* Drawing materials: charcoal, pencil, chalks, pastels, pa- per, card, tissue paper, scissors.
* Cardboard and scissors to make template and a viewfinder. Cam- era, photocopier or tracing paper.
* Clay, rolling pins, clay knives, boards, plastic bags, sponges, water pots, brushes; slips if adding colour to tiles. A range of tools for adding texture to the clay, toothbrush and water for joining clay onto your tile.
* Acrylic paint

Key Vocabulary: LineShape Position Gesture Proportion Balance Patterns ImpressSketch Book:* Extending and articulating their knowledge of pattern

from multiple sources to create |

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|  |  |  |  |  |  | sophisticated original artwork* Sketching the key shapes objects from different angles when drawing still life.
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| **Year 5/6** | **Summer:**  | **Summer:**  |
|  |  **Focus: Scaled up designs****Final Outcome: A scaled up**Key Learning:* Developing an increasing sophistication in the use of tone to describe objects when drawing from observation. Analysing and evaluating an artists’ use of tone.
 | Explore:Based on Paul Klee's belief that “a drawing is simply a line going for a walk”, children take a black and white photocopy of a textured material centred on an A3 page and using a pencil, extend the drawing outwards, drawing in any tones they see.Skills:Sourcing pictures, photos and illustrations, they practice sketching their images before producing a final drawing.Artist: Paul Klee Create:Arrange a collection of sweet wrappers to draw, firstly sketching a basic outline of each to get the layout and proportions right and then adding the detail of the lettering, shapes and illustrations before colouring it in.Children trace a section of the collage they drew and then scale it up.Finally children paint the scaled up part of the collage. | Resources:A3 paperA3 squared paperRange of drawing pencils Colouring pencilsPoster paintFlat head and round head paint brushesWater pots Scissors GlueExamples of knitting, sewing, weaving and other textured materials.Key Vocabulary: Dabbed ScrapedDotted Stroked Textured Flat Layered Opaque Translucent IntenseRepresentational SketchCollage TextureSketch Book: Look at, and talk about, shape and pattern within their own environment.Recognise different functions of drawing and the purpose ofdrawing in the wider world |  **Focus:****Monet and the impressionists****Final Outcome:**Key Learning:-Develop proficiency with using: watercolours & colouring pencils -Develop a painting from a drawing Identify primary, secondary, complementary and contrasting colours. - Begin to use simple perspective with a focal point and horizon.-Develop awareness of composition, scale and proportion -Develop an individual style using tonal contrast and mixed media | Explore:Children will be given a brief overview of what the art establishment in France was like before the Impressionist movement began.Skills:* To identify the features and style of Impressionist painting. They can then create their own landscape paintings in the style of Monet.
* Consider how Monet used colour to depict different times of the day in the ‘Haystack’ series’.

Artist:Claude Monet Create:Look at the later years of Monet’s life,looking at the famous paintings he created in his garden at Giverny. They will consider the impact his cataracts had on his artwork and find out how he felt about his work in his later life. They can then create his ‘Water Lilies’ series as part of a class project or interpret the Giverny garden in their own way. | Resources:* paint brushes (varied size)
* Flat head paint brushes (varied size)
* Water colour pal- lets
* Mixing pallets

Key Vocabulary: Traditional Modern Abstract Imaginary NaturalMade Inanimate Composition Arrangement Complimentary TonalShadingSketch Book: Recreating colours used by impressionist painters. |