


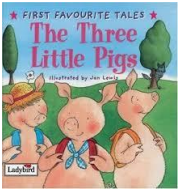




Traditional Art- Art that is a part of the culture of a group of people, skills, and knowledge of which are passed down through generations from master craftsmen to apprentices

Modern Art- Modern art refers to art created from the 1880s up to the 1970s. While modern art is more recent than the Renaissance or classical art periods, it is by no means current.

Contemporary Art- Contemporary art describes current works of art.

	Autumn (half term)	Spring (half term)	Summer (half term)
Foundation	<p>Emily Kame Ngwarreye- Aboriginal Art</p> <p>Printing: Pupils make simple printing blocks from soft materials they have cut, shaped or moulded.</p> <p>Painting: They learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours. They try to mix colours to match images from paintings or books etc</p> <p>Artist: Emily Kame Ngwarreye (Australian painter)</p>  <p>Activities: taking inspiration from Emily Kame Ngwarreye, create different patterns for each of the planets. Use scientific information about any of the planets to influence the type of pattern created. Aboriginal art Printing patterns, creating images with dots</p> <p>Key Vocabulary Materials, mixing, colours, paint, printing</p>	<p>Chinese New Year</p> <p>Craft: Use simple wax resist using crayons and ink is used to make pictures</p> <p>Painting: Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment</p> <p>Book- Books centred' around Chinese New Year and Chinese culture/traditions.</p>  <p>Activities: Create a Chinese lantern or fireworks using painting and wax resist. Create an animal for Chinese New Year using wax resist.</p> <p>Key Vocabulary Colour, light, dark, pigment, wax resist, crayon, celebration.</p>	<p>Henri Matisse (Snail collage)</p> <p>Craft: Art is made by cutting, sewing, gluing and forming fabrics. Textiles are decorated with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p> <p>Book: Links to The Hungry Caterpillar (American author)</p>  <p>Activities: Collage. The Very Hungry Caterpillar/looking at Henri Matisse - create a collage snail using different colours, materials and textures.</p> <p>Key Vocabulary Cutting, gluing, collage, sewing, tearing, appliqué.</p>
Foundation	<p>The Three Little Pigs</p> <p>Drawing: pupils develop their control and confidence when drawing using a range of materials. Pupils draw complex forms using simple shapes such as circles, squares and triangles. Pupils learn to shade areas and shapes as neatly and carefully as they can. Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons. They learn the link between drawing shapes and writing.</p> <p>Artist- The Three Little Pig (Book)</p>  <p>Activities: use simple shapes to draw The Three Little Pigs based on the book.</p> <p>Key Vocabulary Drawing, materials, shapes, shade</p>	<p>Katie In London</p> <p>Sculpture: 3D sculpture Sculptures are made by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.</p> <p>Drawing- Pupils develop their control and confidence when drawing using a range of materials. Pupils draw complex forms using simple shapes such as circles, squares and triangles. Pupils learn to shade areas and shapes as neatly and carefully as they can.</p> <p>Artist- Katie in London (Book)</p>  <p>Activities: draw then make models of London landmarks, big bricks Box modelling - How will I join the different parts of my model together? String, split pins, glue tape, scissors, bradawl. Design - draw, label, list, evaluate.</p> <p>Key Vocabulary Sculpture, modelling, shape, control, circle, square, triangle</p>	<p>Van Gough and the Sunflower</p> <p>Painting: Learn how to hold and control a paintbrush. They concentrate hard to paint shapes, lines and edges neatly. They learn to blend colours in a palette or on the painting surface. They learn how to look after brushes and equipment. Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. They add things to paint to make textures such as sand, grit, salt.</p> <p>Drawing: Pupils draw things they like and learn to draw for pleasure and relaxation. Pupils draw from imagination and observation. They record ideas, thoughts, feelings and draw for narrative reasons. They learn the link between drawing shapes and writing.</p> <p>Artist- Van Gough Book: Katie and the sunflower (Dutch painter)</p>  <p>Activities- Create a sunflower using watercolours</p> <p>Key Vocabulary Water colour, paint brush, blend colours, experiment</p>

Traditional Art- Art that is a part of the culture of a group of people, skills, and knowledge of which are passed down through generations from master craftsmen to apprentices

Modern Art- Modern art refers to art created from the 1880s up to the 1970s. While modern art is more recent than the Renaissance or classical art periods, it is by no means current.





Contemporary Art- Contemporary art describes current works of art.

<p>Year 1/2</p> <p>Cycle A</p>	<p>Illustrations by Oliver Jeffers (sculpture)</p> <p>Drawing- learn how to hold a pencil correctly and draw basic 2D shapes while also recognizing and using colours. They explore different ways to create light and dark tones, draw straight lines, curves, and textures, and practice shading neatly without leaving gaps, all to represent things they see or imagine.</p> <p>3D Work & Sculpture- children learn to cut, tear, join, and shape various materials like clay and card to create simple projects. They make basic plans for their creations, experiment with different tools on materials like clay, and use texture, form, and shape to bring their 2D drawings to life in 3D pieces, such as cartoon characters.</p> <p>Painting- learn to hold a paintbrush correctly and use it to paint what they see or imagine. They also experiment with mixing colours, using different brushes, and applying paint in various ways, including on 3D objects.</p> <p>Artist - Oliver Jeffers Illustrator (British illustrator).</p> <p>Activities: Drawing in the style of Oliver Jeffers Design and Sculpture- creating a clay model. Extra activity- Paul Carney Birds of Paradise adapted to create a Oliver Jeffers Character. Mark making (PP) Using imagination to make pictures (PP bugs) Draw with letters (PP)</p>  <p>How to draw animals: https://www.youtube.com/watch?v=Hg9wKo5fBz8</p> <p>Key Vocabulary Texture, pattern, charcoal, clay, modelling, illustrations</p>	<p>Takashi Murakami (Colour exploration- painting)</p> <p>Painting- learn to hold a paintbrush correctly and use it to paint what they see or imagine. They also experiment with mixing colours, using different brushes, and applying paint in various ways.</p> <p>Drawing- learn how to hold a pencil correctly and draw basic 2D shapes while also recognizing and using colours. They explore different ways to create light and dark tones, draw straight lines, curves, and textures, and practice shading neatly without leaving gaps, all to represent things they see or imagine.</p> <p>Artist- Takashi Murakami (Japanese artist)</p>  <p>Activities: Painting- mixing colours to fill in the gaps Drawing- drawing shapes to create the different outlines and practice colouring using pencils Murakami - Learn to paint and mix colours through the fabulous work of Japanese artist Murakami. (PP) Follow session power point https://www.paulcarneyarts.com/primary-art-skills-1 Colour mixing caterpillar https://www.youtube.com/watch?v=xCClg7ndVeQ</p> <p>Key Vocabulary Primary colours, secondary colours, block colour, tone, pressure, shading, Murakami</p>	<p>Paul Klee (Abstract art- printing)</p> <p>Drawing- learn how to hold a pencil correctly and draw basic 2D shapes while also recognizing and using colours. They explore different ways to create light and dark tones, draw straight lines, curves, and textures, and practice shading neatly without leaving gaps, all to represent things they see or imagine.</p> <p>Printing- children explore printing by using polystyrene blocks on various coloured papers. They experiment with printing different shapes using simple materials and learn various printing methods like mono printing, block printing, relief printing, and etching into soft materials to create unique artworks.</p> <p>Artist- Paul Klee (Abstract 20th Swiss, German artist)</p> <p>Activities: Drawing- drawing shapes in the style of Paul Klee Printing- creating prints in shapes to create art like Paul Klee Create solar system prints for topic work.</p>  <p>Key Vocabulary circles, 2D shapes, geometric, printing, mono printing, block printing, relief printing</p>
<p>Year 1/2</p> <p>Cycle B</p>	<p>Wassily Kandinsky (Painting Circles)</p> <p>Painting - learn to hold a paintbrush correctly and use it to paint what they see or imagine. They also experiment with mixing colours, using different brushes, and applying paint in various ways, including to represent thoughts and emotions.</p>  <p>Drawing- learn how to hold a pencil correctly and draw basic 2D shapes while also recognizing and using colours. They explore different ways to create light and dark tones, draw straight lines, curves, and textures, and practice shading neatly without leaving gaps, all to represent things they see or imagine.</p> <p>Artist- Wassily Kandinsky (Russian painter)</p> <p>Activities Painting circles with different paint and on different surfaces. Put together to create a big piece or art. Paint circles to show different feelings.</p> <p>Key Vocabulary Surfaces, brush control, circle, primary colours, secondary colours, mood, 2D shapes</p>	<p>Hannah Hoch (Surrealism Collage)</p> <p>Painting- learn to hold a paintbrush correctly and use it to paint what they see or imagine. They also experiment with mixing colours, using different brushes, and applying paint in various ways.</p>  <p>Drawing- learn how to hold a pencil correctly and draw basic 2D shapes while also recognizing and using colours. They explore different ways to create light and dark tones, draw straight lines, curves, and textures, and practice shading neatly without leaving gaps, all to represent things they see or imagine.</p> <p>Collage- children practice cutting accurately and experiment with creating paper collages using plain colours, printed paper, and textures from magazines. They learn to tear, cut, arrange, and fold paper, selecting the appropriate joining materials like staplers, tape, or glue for their projects. They also use these skills to create collages that convey important messages.</p> <p>Artist-Hannah Hoch (German artist)</p> <p>Activities- Children to create a background of their choice (drawing and paint) and add collage/newspaper clippings to create a face.</p> <p>Key Vocabulary Colour mixing, primary and secondary colours, light, dark, perspective, line, shading, pressure, collage, textures.</p>	<p>Johannes Vermeer (Portraits)</p> <p>Drawing- learn how to hold a pencil correctly and draw basic 2D shapes while also recognizing and using colours. They explore different ways to create light and dark tones, draw straight lines, curves, and textures, and practice shading neatly without leaving gaps, all to represent things they see or imagine.</p>  <p>Artist- Johannes Vermeer (Dutch painter)</p> <p>Activity- Using pencil to draw a portrait of an important person in proportion E.g. Florence Nightingale- 'The Lady with the Lamp'. Using oil pastels to add colour to portraits and achieve traditional look.</p> <p>Key Vocabulary Control, media, shading, pastel, shade, blend, light, dark, refine, precision, textures, lines.</p>

Traditional Art- Art that is a part of the culture of a group of people, skills, and knowledge of which are passed down through generations from master craftsmen to apprentices

Modern Art- Modern art refers to art created from the 1880s up to the 1970s. While modern art is more recent than the Renaissance or classical art periods, it is by no means current.







Contemporary Art- Contemporary art describes current works of art.

<p>Year $\frac{3}{4}$</p> <p>Cycle A</p>	<p>Banksy- The Secret Urban Artist (printing)</p> <p>Printing – children create stencils for graffiti art and make artwork related to important topics or themes to convey messages. They explore colour mixing by layering spray paints to create vibrant and dynamic effects in their artwork.</p> <p>Drawing– children use sketchbooks to practice ideas and techniques, record their surroundings, thoughts, and feelings.</p> <p>Artist: Banksy (British artist) make own stencil to create a piece of art in the style of Banksy (Graffiti).</p> <p>Activities: create a stencil and spray paint a background. Gradually create own stencil in the style of Banksy. Graffiti-children to learn about Banksy then to gradually create a stencil. With adult supervision and the correct protective equipment, children are to use a stencil to spray paint a background.</p> <p>Key Vocabulary Graffiti, stencil, urban, pattern, spray paint, vandalism.</p> 	<p>Giuseppe Arcimboldo – The Vegetable Man (watercolours)</p> <p>Drawing– children use sketchbooks to practice ideas and techniques, record their surroundings, thoughts, and feelings. They draw various shapes, natural environments, and patterns found in nature. They learn to blend shading, sketch lightly, use deliberate lines, and develop proportion skills. Additionally, they experiment with different drawing materials and styles including graphic, realistic, and abstract art.</p> <p>Painting– children learn to mix shades, tints, and tones of colours using primary colours. They create secondary and tertiary colours, make colour wheels, and develop a vocabulary for colours. They also learn to choose the right paintbrush, apply paint appropriately to surfaces, and understand how artists use paint in their own work. Additionally, they experiment with colour, texture, composition, and expressing moods and feelings.</p> <p>Artist:Giuseppe Arcimboldo (Vegetable man- Italian painter)</p> <p>Activities: Practice/ develop skills of drawing fruit and veg unit. Create own fruit man or lady.</p> <p>Key Vocabulary Control, media, shading, chalk, shade, blend, light, dark, refine, precision, secondary and tertiary colours, textures, lines.</p> 	<p>Claude Monet- Impressionism (watercolours)</p> <p>Painting: children learn to mix shades, tints, and tones of colours using primary colours. They create secondary and tertiary colours, make colour wheels, and develop a vocabulary for colours. They also learn to choose the right paintbrush, apply paint appropriately to surfaces, and understand how artists use paint in their own work. Additionally, they experiment with colour, texture, composition, and expressing moods and feelings, including applying paint to 3D objects.</p> <p>Artist: Claude Monet (French painter)</p> <p>Activities: Studying impressionism. Recreate pieces of art in paint and drawing.</p> <p>Key Vocabulary Complementary colours, Impressionism, nature, landscapes, mark making, brush strokes, tint, primary, secondary and tertiary colours.</p> 
<p>Year 3/4</p> <p>Cycle B</p>	<p>Georgia O'Keeffe (tissue paper collage)</p> <p>Craft/collage: children explore using contrasting colours and textures in their artwork. They experiment with tissue paper in collages, overlapping colours to create new shades, and use tearing, cutting, arranging, and folding techniques with various materials for collage projects. They also learn to select the right joining materials and tools for their tasks.</p> <p>Drawing: children use sketchbooks to practice ideas and techniques, record their surroundings, thoughts, and feelings. They draw various shapes, natural environments, and patterns found in nature. They learn to blend shading, sketch lightly, use deliberate lines, and develop proportion skills while exploring different viewpoints and viewpoints using a viewfinder. Additionally, they experiment with different drawing materials and styles including graphic, realistic, and abstract art.</p> <p>Artist: Georgia O'Keeffe (American artist)</p> <p>Activities: https://www.youtube.com/watch?v=Nr1neRCwS-Q Create a flower collage using tissue paper, papier mache.</p> <p>Key Vocabulary Tear, cut, collage, texture, contrasting, proportion</p> 	<p>The history of Ancient Greek Art and Sculpture</p> <p>3D Work/ Sculpture: children design and create 3D artworks using materials like air-dry clay and paper. They work safely, persevere through challenges, and use tools to add details to their clay creations, such as Greek vases. They also use stimuli like shapes, patterns, and colours to inspire their 3D projects and create paper sculptures with attention to form and texture.</p> <p>Painting children learn to mix shades, tints, and tones of colours using primary colours. They create secondary and tertiary colours, make colour wheels, and develop a vocabulary for colours. They also learn to choose the right paintbrush, apply paint appropriately to surfaces, and understand how artists use paint in their own work. Additionally, they experiment with colour, texture, composition, and expressing moods and feelings, including applying paint to 3D objects.</p> <p>Artist: Greek art (Henry Moore- British artist)</p> <p>Activities: create and decorate a Greek vase from clay.</p> <p>Key Vocabulary 3 dimensions, modelling, control detail, lines, edges, surfaces, paint, paintbrushes, equipment, techniques.</p> 	<p>Leonardo Da Vinci- Mona Lisa (Leonardo and the Flying Boy)</p> <p>Drawing: children use sketchbooks to practice ideas and techniques, record their surroundings, thoughts, and feelings. They draw various shapes, natural environments, and patterns found in nature. They learn to blend shading, sketch lightly, use deliberate lines, and develop proportion skills. Additionally, they experiment with different drawing materials and styles including graphic, realistic, and abstract art.</p> <p>Craft/collage: children explore using contrasting colours and textures in their artwork. They experiment with tissue paper in collages, overlapping colours to create new shades, and use tearing, cutting, arranging, and folding techniques with various materials for collage projects. They also learn to select the right joining materials and tools for their tasks.</p> <p>Artist: Leonardo Da Vinci (Italian painter)</p> <p>Activities: Children to learn about what a portrait is and to practise drawing different body parts. Children to create their own version of the Mona Lisa using collage.</p> <p>Key Vocabulary Tear, cut, collage, texture, portrait, proportion</p> 

Traditional Art- Art that is a part of the culture of a group of people, skills, and knowledge of which are passed down through generations from master craftsmen to apprentices

Modern Art- Modern art refers to art created from the 1880s up to the 1970s. While modern art is more recent than the Renaissance or classical art periods, it is by no means current.

Contemporary Art- Contemporary art describes current works of art.

<p>Year 5/6 Cycle A</p>	<p>Angie Lewin (Modern Printing)</p> <p>Printing: children recognize patterns in their environment, such as those in mosques, and understand the repetition in printed designs. They review various printing methods like mono and lino printing and practice printing with three or more colours to create colourful and intricate artworks.</p> <p>Drawing: children use sketchbooks to experiment with various techniques and record their learning through labelling and annotating. They explore drawing techniques, including using line, tone, and shade to create 3D effects, and independently select media like pen nib size and pencil grade to match their intentions. Additionally, they practice proportion, scale, composition, colour choices, and materials selection to suit their artistic goals while experimenting with pattern repetition and drawing geometric shapes.</p>  <p>Artist- Angie Lewin (British painter)</p> <p>Activities: explore website: https://www.angielewin.co.uk/pages/plants-places and create their own Print using a variety of different types of printing techniques.</p> <p>Key Vocabulary Print, mono printing, lino printing, relief printing, pattern, complex printing, mathematical precision</p>	<p>Picasso and the Girl with the Ponytail (Painting)</p> <p>Drawing: children use sketchbooks to experiment with various techniques and record their learning through labelling and annotating. They explore drawing techniques, including using line, tone, and shade to create 3D effects, and independently select media like pen nib size and pencil grade to match their intentions. Additionally, they practice proportion, scale, composition, colour choices, and materials selection to suit their artistic goals while experimenting with pattern repetition and drawing geometric shapes.</p>  <p>Painting: children learn to create different shades of colours by adding white, black, or grey and understand how to adjust colours to make them lighter or darker. They use various techniques, colours, tools, and effects to represent what they see, remember, or imagine, while also learning to express mood and feeling through tone, line, texture, and colour in their artwork.</p> <p>Artist: Picasso (Spanish painter)</p> <p>Activities: to recreate the Girl with the ponytail using different media (drawing and painting)</p> <p>Key Vocabulary Media, pencils, soft, crayons, charcoal, control, painting, drawing, translucency, complimentary colours, harmonious colours, secondary and tertiary colours.</p>	<p>Exploring Islamic Art (Sculpture)</p> <p>Drawing: children use sketchbooks to experiment with various techniques and record their learning through labelling and annotating. They explore drawing techniques, including using line, tone, and shade to create 3D effects, and independently select media like pen nib size and pencil grade to match their intentions. Additionally, they practice proportion, scale, composition, colour choices, and materials selection to suit their artistic goals while experimenting with pattern repetition and drawing geometric shapes.</p>  <p>Sculpture: children use their observations and research to design and create art, considering shapes, materials, and methods. They make various artworks for different purposes, including complex 3D forms, while learning to use tools safely and finish their work to a good standard.</p> <p>Artist- Islamic Art (Islamic culture)</p> <p>Activities: Learning how to draw geometric shapes and designing a Islamic art tile Create tile- use air dry clay and paint using acrylics.</p> <p>Key Vocabulary 2D and 3D geometric forms, objects, sculpture, 3D sculpture, design, 3 dimensions, modelling, materials</p>
<p>Year 5/6 Cycle B</p>	<p>Roger Dean 1960's (Drawing using chalk pastels)</p> <p>Drawing: children use sketchbooks to experiment with various techniques and record their learning through labelling and annotating. They explore drawing techniques, including using line, tone, and shade to create 3D effects, and independently select media like pen nib size and pencil grade to match their intentions. Additionally, they practice proportion, scale, composition, colour choices, and materials selection to suit their artistic goals while experimenting with pattern repetition and drawing geometric shapes. Experimenting with pastels to add colour to artwork.</p>  <p>Artist- Roger Dean (British artist)</p> <p>Activities: create own piece in the style of Roger Dean using pencil and pastels</p> <p>Key Vocabulary: draw, shade, 2D, 3D, shape, blend, tone, light, dark, control, pressure, sketching, marks, techniques, perspective, paint.</p>	<p>Henri Rousseau (Collage and Painting)</p> <p>Craft/collage: children decorate and enhance their artwork with drawing, painting, printing, or using card. They learn to use collage as an art form, using various materials to create texture and represent specific themes. They also create decorative papers in collage, which can be combined with other materials to add interest to their artworks.</p>  <p>Painting: children learn to create different shades of colours by adding white, black, or grey and understand how to adjust colours to make them lighter or darker. They use various techniques, colours, tools, and effects to represent what they see, remember, or imagine, while also learning to express mood and feeling through tone, line, texture, and colour in their artwork.</p> <p>Artist: Henri Rousseau (French painter)</p> <p>Activities: Jungle Collage (follow PowerPoint) use different things to create collage. Including sewing, painting, weaving etc. Re-create on of his scenes using different layers to create depth. Paint a Henry Rousseau scene.</p> <p>Key Vocabulary: 3D, collage, depth, distance, colour, tone, experiment, media, painting style</p>	<p>The African Dogon Tribe (Sculpture)</p> <p>3D Work/ Sculpture: children use their observations and research to design and create art, considering shapes, materials, and methods. They make various artworks for different purposes, including complex 3D forms, while learning to use tools safely and finish their work to a good standard.</p>  <p>Painting: children learn to create different shades of colours by adding white, black, or grey and understand how to adjust colours to make them lighter or darker. They use various techniques, colours, tools, and effects to represent what they see, remember, or imagine, while also learning to express mood and feeling through tone, line, texture, and colour in their artwork.</p> <p>Artist: Dogon Mask Making- Study the African Dogon tribe</p> <p>Activities: make your own mask for a fun occasion. You'll need card, tape, paints or can use mod roc. https://www.paulcarneyarts.com/primary-art-skills-1</p> <p>Key Vocabulary: Sculpture, design, 3 dimensions, modelling, materials, control, paint, detail</p>

Traditional Art- Art that is a part of the culture of a group of people, skills, and knowledge of which are passed down through generations from master craftsmen to apprentices

Modern Art- Modern art refers to art created from the 1880s up to the 1970s. While modern art is more recent than the Renaissance or classical art periods, it is by no means current.

Contemporary Art- Contemporary art describes current works of art.