Yaxham Church of England VA Primary School

Art Curriculum Plan

Through *loving God* and *loving others,*
we *flourish, learn* & *grow.*

		To further enhance our art curriculum, the school will have an annual Art Day with a whole school focus on the following artists:					
		2020/2021: Claude Monet **2021/2022: Andy Warhol** **2022/2023: Pablo Picasso** **2023/2024: Jackson Pollock** **2024/2025: Antoni Gaudi** **2025/2026: Henry Moore**					

		National Curriculum Objectives	Substantive Concepts	Skills	Knowledge	Key Vocabulary	When
R		**Expressive Arts and Design** Creating with Materials Being Imaginative and Expressive **Physical Development** Fine Motor Skills	Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	Hold a pencil correctly. Pressure creates different marks (thick/thin/long/short). Drawing can be completed in sand, liquids and onto the ground.	Draw, line, thick, thin, pencil	
			Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	Hold a paint brush correctly. Wash the brush before changing colour. Begin to control the paintbrush. Paint simple shapes to represent objects.	Paint, brush, colour, shade, brush stroke	
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.	Sculpture, statue, model, material, dough, plasticine, clay, malleable, rollet, cutter, mould	
			Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Experiment with tearing and cutting materials to create a collage. Learn to arrange materials into a shape.	Collage, fabric, arrange, place, cut, tear, material	
			Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Understand how to use fabric, wool or thread to make models. Understand how to use ribbons and string to thread and make patterns. Make collages using paper, tissue, crepe etc. Use fabrics for role play.	Weave, fabric, textile, material, model, role play, collage, pattern	
			Found materials Wood block Press print Fruit and Vegetables Lino String	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Explore and investigate the possibilities of painting implements. Begin to print with sponges, vegetables and fruit. Print onto paper and textile. Design their own printing block.	Print, sponge, vegetable, fruit, paper, textile, block	
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Experience and use primary colours and know their names. Explore, experiment and respond to colour through collecting, sorting and matching. Experiment with mixing colours. Experiment with painting and colour mixing using powder paints, poster paints and water colours.	Colour, mix, warm, cool, primary, red, blue, yellow	
			Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**Wassily Kandinsky and Andy Goldsworthy** Kandinsky was born on 16th December 1866 in Russia. Kandinsky used colours to express his reactions to a subject. Kandinsky moved to Paris in the 1930s. Goldsworthy is a British artist and produces natural sculptures. Goldsworthy was born in 1956 and lives in Scotland. Goldsworthy produces artwork using natural materials and most of his work is outside. Goldsworthy takes photos of his work and lets the work decay at its own rate.	Artist, famous, history, paint, materials, artwork, sculpture, natural	
			Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**Piet Mondrain and Vincent Van Gogh** Mondrian was born in 1872 in the Netherlands. Mondrian was a primary school teacher and painted in his spare time. Mondrian moved to Paris in 1911 and after World War One, produced grid-based paintings which he is most known for. Van Gogh was born in the Netherlands in 1853. Van Gogh spent a lot of time in France and produced many of his most famous pieces of artwork there. Van Gogh only sold one painting whilst he was alive however he is one of the most famous artists in the world.	Artist, famous, history, painting, artwork	

YR 1		Use drawing, painting and sculpture to develop and share ideas, experiences and imagination Use a range of materials creatively to design and make products	Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	Communicate something about themselves in their drawing. Create moods in their drawing. Draw using pencil and crayons. Draw lines of different shapes and thickness, using 2 different grades of pencil. How a simple painting program creates a picture. Identify hot to control lines to create simple drawings from observations (self-portrait). Colour within the lines. Hold a large paint brush correctly.	Observe, focus, design, improve, portrait, self-portrait, line drawing, landscape, portrait, bold, thick, thin, ink, apply, charcoal, smudge, pastel, self portrait, colour, line	
			Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	Communicate something about themselves in their painting. Create moods in their painting. Choose thick and thin brushes as appropriate. Paint a picture of something they can see. Squeezing water out of a paintbrush before using a new colour. Wiping excess paint from tools.	Paint, brush, brushstroke, landscape, portrait, tint, shade, think, thin, colour	
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	Add texture by using tools that cut, roll and coil materials. Make different kinds of shapes. Develop understanding of 2D and 3D in terms of artwork. Look at sculptures and try to recreate them using everyday objects/a range of materials. A sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials. Sculptures can be made from natural or man-made materials. Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. A free-standing structure needs a solid or flat base in order to be able to stand. Materials can be joined in a variety of ways e.g. glue, masking tape.	Sculpture, model, statue 3D, carve, clay, dough, wire, bend, modroc, cut, roll, pinch, twist, scratch, coil, material, 2D, man-made, natural, join	
		Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use a range of materials creatively to design and make products	Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Cut and tear paper and card for their collages. Gather and sort the materials they need. Begin to control lines to create simple drawings from observations (self-portrait). Colour within the lines.	Collage, squares, gaps, mosaic, features, cut, place, arrange, self portrait	
			Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Sort threads and fabrics. Group fabrics and threads by colour and texture. Weave with fabric and thread. Describe what they can see and like in the work of another artist/ craft maker/ designer.	Textiles, fabric, weaving, woven, colour, texture, thread	
			Found materials Wood block Press print Fruit and Vegetables Lino String	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Print with sponges, vegetables and fruit into paper and textile. Design their own printing block. Create a repeating pattern. Finger print, sponge print, block print to form patterns. Experiment with amounts of paint applied and develop control. Develop controlled printing against outline /within cut out shapes. Experiment with marbling, investigating how ink floats and changes with movement. A printed pattern is created with a wood block or shape that is repeated and a painted pattern is created by hand. Patterns can be created using lines and shapes that can be repeated, rotated or reversed.	Printing, printmaking, woodcut, relief printing, objects, printing block, pattern, repeating, pattern, marbling, movement, rotate, reverse	
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Name the primary and secondary colours. Mixing the secondary colours. Experiment with colours. Apply colour with different tools.	Colour, primary, secondary, mix, neutral, dark, light, warm colour, cool colour, water colour, dye, ink, red, blue, yellow, orange, green, purple	
		Learn 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	Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**Wassily Kandinsky and Andy Goldsworthy** Kandinsky was born on 16th December 1866 in Russia. Kandinsky used colours to express his reactions to a subject. Kandinsky moved to Paris in the 1930s. Goldsworthy is a British artist and produces natural sculptures. Goldsworthy was born in 1956 and lives in Scotland. Goldsworthy produces artwork using natural materials and most of his work is outside. Goldsworthy takes photos of his work and lets the work decay at its own rate.	Artist, famous, history, paint, materials, artwork, sculpture, natural	
			Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**Piet Mondrain and Vincent Van Gogh** Mondrian was born in 1872 in the Netherlands. Mondrian was a primary school teacher and painted in his spare time. Mondrian moved to Paris in 1911 and after World War One, produced grid-based paintings which he is most known for. Van Gogh was born in the Netherlands in 1853. Van Gogh spent a lot of time in France and produced many of his most famous pieces of artwork there. Van Gogh only sold one painting whilst he was alive however he is one of the most famous artists in the world.	Artist, famous, history, painting, artwork	

YR 2		Use drawing, painting and sculpture to develop and share ideas, experiences and imagination	Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	Use three different grades of pencil in their drawing (4B, 8B, HB). Use charcoal, pencil and pastels. Create different tones using light and dark. Show patterns and texture in their drawings. Use a viewfinder to focus on a specific part of an artefact before drawing it. How simple IT tools edit their work. How different photographs display different moods.	Pencil, drawing, thin, thick, line, patter, texture, smudge, photo, mood, IT	
		Use a range of materials creatively to design and make products	Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	Mix paint to create all the secondary colours. Mix and match colours, and predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Squeezing and drying the brush before using a new colour. Confidently wiping excess paint from tools.	Paint, brush, brushstroke, landscape, portrait, tint, shade, think, thin, colour, primary, secondary, tint, tone	
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Explore sculpture of malleable materials and manipulate malleable materials for a purpose. Roll, carve, make marks on and knead malleable materials. Overlap and overlay materials. Show awareness of contrasts in textures and colours.	Sculpture, model, statue 3D, carve, clay, dough, wire, bend, modroc, cut, roll, malleable, roll carve, knead, overlap, overlay	
		Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Create individual and group collages. Use different kinds of materials in their collage and explain why they have chosen them. Use repeated patterns in their collage.	Collage, squares, gaps, mosaic, features, cut, place, arrange, blocks, repeat	
		Use a range of materials creatively to design and make products	Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Investigate a range of textures through rubbings. Develop tearing, cutting and layering paper to create different effects. Weave with wool. Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture.	Texture, rubbings, layer, cut, tear, effect, weave, stitch, running, back, blanket, over, cross stitch, joun, material, pattern	
			Found materials Wood block Press print Fruit and Vegetables Lino String	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. Discuss regular and irregular shapes. Experiment with over printing and colour	Print, repeating pattern, press, roll, rub, stamp, design, designer, regular shape, irregular shape, colour	
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Experience using colour on a large scale - e.g. A3/ A2. Begin to use and understand the colour wheel. Use a larger vocabulary to describe colours; e.g. raspberry pink, sunshine yellow.	Colour, primary, secondary, mix, neutral, dark, light, warm colour, cool colour, water colour, dye, ink, red, blue, yellow, orange, green, purple, colour wheel	
		Learn 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	Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**Wassily Kandinsky and Andy Goldsworthy** Kandinsky was born on 16th December 1866 in Russia. Kandinsky used colours to express his reactions to a subject. Kandinsky moved to Paris in the 1930s. Goldsworthy is a British artist and produces natural sculptures. Goldsworthy was born in 1956 and lives in Scotland. Goldsworthy produces artwork using natural materials and most of his work is outside. Goldsworthy takes photos of his work and lets the work decay at its own rate.	Artist, famous, history, paint, materials, artwork, sculpture, natural	
			Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**Piet Mondrain and Vincent Van Gogh** Mondrian was born in 1872 in the Netherlands. Mondrian was a primary school teacher and painted in his spare time. Mondrian moved to Paris in 1911 and after World War One, produced grid-based paintings which he is most known for. Van Gogh was born in the Netherlands in 1853. Van Gogh spent a lot of time in France and produced many of his most famous pieces of artwork there. Van Gogh only sold one painting whilst he was alive however he is one of the most famous artists in the world.	Artist, famous, history, painting, artwork	
YR 3		Create sketch books to record observations and use them to review and revisit ideas	Found materials Wood block Press print Fruit and Vegetables Lino	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Understand how to make a printing block. Understand how to make a 2 colour print. Experiment with mono printing. Colour mix by overlapping colour prints. Create repeating patterns using relief ie leaves, string prints.	Print, repeating pattern, press, roll, rub, stamp, design, designer, block, relief, impressed, manmade, environmental	

		Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)	String		Create repeating patterns using impressed print – press print tiles. Interpret manmade and environmental patterns.		
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Mixing and matching colours using the double primary system. Creating a colour wheel and discussing where the primary and secondary colours sit on the colour wheel. Understand the difference between complementary or opposite colours. Predict with accuracy the colour that they mix. Control over tools so tone and shading are evident. Exploring gradients. To know where each of the primary and secondary colours sits on the colour wheel. Secondary colours produced by mixing two primary colours in equal proportions. A range of tones can be made by adding increasing amounts of a dark colour to a light colour.	Colour, primary, secondary, mix, neutral, dark, light, warm colour, cool colour, water colour, dye, ink, red, blue, yellow, orange, green, purple, colour wheel, gradient	
			Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	Create a background using a wash. Experiment with a range of brushes to create different effects. Experimenting and exploring adding other substances to paint e.g. water, glue, sand, sawdust to create paintings.	Paint, brush, brushstroke, landscape, portrait, tint, shade, think, thin, colour, primary, secondary, tint, tone, effect, substance	
			Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	Identify facial expressions in their drawings Identify and use different grades of pencil shade to show different tones and texture. Use printed images taken with a digital camera and combine them with other media to produce artwork Understand which IT programs create a piece of work that includes their own work and that of others. Art can be observational or created from imagination and memory. It can also use/be inspired by first-hand experiences. A piece of art can evolve and source material, gathered using different media, can be referred back to. Different pencils can be used to create different effects and shadows and shade can support the representation of 3D form. That proportion, size and depth are significant in this style of landscape and should be considered with a focus on the foreground, background and middle section of paper.	Pencil, drawing, thin, thick, line, pattern, texture, smudge, photo, mood, IT, imagination, memory, effect, shadow, form, proportion, landscape, foreground, background, middle	
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	Creating texture and shape. Understand what life size means and experiment with this. Create pop ups. To know what 3 dimensional means. To be aware of the properties of clay and how it can be manipulated. To know that clay can dry out and how this affects how the artist uses it. To know how to join clay pieces together using scratch and slip technique. o know which materials suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D sculpture. Know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling and specific pencils to create shadows and faint outlines) Know where shadows fall on a 3D form and use this to develop own techniques for representing 3D forms with 2D sketches and drawings	Dimension, measurement, 3D, clay, mould, coil, slab, join, scratch and slip, technique, manipulate, change, shape, texture, feel, appearance, pop up, 2D, material, sculpture, provess, modelling, sketch, drawing	
			Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Experimenting cutting accurately. Experiment with overlapping materials Understanding using different colours to experiment, What a mosaic is and how to use. What a montage is and how to use. What a collage is. Understand how different techniques, eg. cutting, tearing, overlapping, create different effects. How use of colour, and colour combinations, can create different effects.	Collage, cut, tear, overlap, texture, colour, montage, combination	
			Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Use more than one type of stitch. Understand how to join fabric together to form a quilt using patchwork. Adding detail to sew detail. Adding texture to a piece of work to enhance it.	Sew, stitch, fabric, patchwork	
		About great artists, architects and designers in history	Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**George Suerats and Henri Matisse** Seurats was born in 1859 in Paris. Seurats used pointillism in his work which means pictures are made from thousands of tiny dots of paint, allowing the viewer's eye to blend the colours. Seurats died in 1891 aged just 31 and is considered to be one of the most important Post-Impressionist artists. Matisse was born in 1869 in France. Matisse focussed on landscapes and still life. Matisse started to create large scale cut paper collages which he called 'painting with scissors'.	Artwork, famous, history, art, painting, landscape, still life	
			Style Content Medium Inspiration		**William Morris and Marc Chagall** Morris was an English artist and poet. He was born in 1834 and died in 1896. In 1859 Morris bought a house called the 'Red House' He and his wife designed all of the interior and decorations. Morris and his wife created a fine art craft work company and was most famous for designing wallpaper.	Artwork, famous, history, poet, designer, interior, decoration, painting, print, ceramic, tapestry	

					Chagall was born in 1887 in Russia and he was Jewish. Chagall used lots of mediums such as painting, illustration, stained glass, prints, ceramics and tapestry. Chagall's use of colour was incredibly important to his work. Chagall was friends with Mondrian and Matisse.	
YR 4		**Create sketch books to record observations and use them to review and revisit ideas** **Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)**	Found materials Wood block Press print Fruit and Vegetables Lino String	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Understand the design process. Understand how to trace a design and transfer a number of times. Experiment with mono printing. Colour mix by overlapping colour prints. Create repeating patterns using relief and impressed prints.	Print, repeating pattern, press, roll, rub, stamp, design, designer, block, mono, trace, overlap, relief, impressed
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Use specific colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints(white added). Mix colours and know which are primary, secondary and tertiary colours. Make colour wheels. Experiment with effects and textures – dotting, scratching, splashing.	Colour, primary, secondary, mix, neutral, dark, light, warm colour, cool colour, water colour, dye, ink, red, blue, yellow, orange, green, purple, colour wheel, gradient, dotting, scratching, splashing
			Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	To be able to create all the colours they need. To create mood in their paintings. Use shading to create mood and feelings. Include increased detail within work. Experiment with mixing and using paint to great texture and tone. Colour theory is practical guidance to colour mixing and the effects of a specific colour combination and that this can be applied to creating artwork to create a specific effect.	Paint, brush, brushstroke, landscape, portrait, tint, shade, think, thin, colour, primary, secondary, tint, tone, effect, substance, mood, feeling, texture, colour combination, effect
			Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	To be able to show facial expressions and body language in their sketches. To identify and draw simple objects and use marks and lines to produce texture . To organise line, tone, shape and colour to represent figures and forms in movement. To show reflections. To explain why they have chosen specific materials to draw with. To create a piece of art work which includes the integration of digital images they have taken. To combine graphics and text based on their research. To know how pencils are classified – hard (H) soft- blackness (B); also significance of number. For Example 4B is softer than 2B. To know that mark making can add texture to sketches and paintings. To know that shading can make a 2D sketch look 3D. To know that a grid can be used as a tool when sketching, helping with proportion but also as an aid to enlarge sketches.	Pencil, drawing, thin, thick, line, pattern, texture, smudge, photo, mood, IT, imagination, memory, effect, shadow, form, proportion, landscape, foreground, background, middle, sketch, digital, texture, enlarge, proportion
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	To experiment with and combine materials and processes to design and make 3D form. Begin to sculpt clay and other materials. Use early textile and sewing skills as part of a project. Calving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces. Thinner pieces of clay are more susceptible to damage when the clay dries.	Dimension, measurement, 3D, clay, mould, coil, slab, join, scratch and slip, technique, manipulate, change, shape, texture, feel, appearance, pop up, 2D, material, sculpture, provess, modelling, sketch, drawing
			Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Combine visual and tactile qualities. Develop their own materials for collage. Embellish work using a variety of techniques and materials.	Collage, cut, tear, overlap, texture, colour, montage, combination, visual, technique, material
			Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture.	Sew, stitch, fabric, patchwork
		About great artists, architects and designers in history	Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**George Suerats and Henri Matisse** Seurats was born in 1859 in Paris. Seurats used pointillism in his work which means pictures are made from thousands of tiny dots of paint, allowing the viewer's eye to blend the colours. Seurats died in 1891 aged just 31 and is considered to be one of the most important Post-Impressionist artists. Matisse was born in 1869 in France. Matisse focussed on landscapes and still life. Matisse started to create large scale cut paper collages which he called 'painting with scissors'.	Artwork, famous, history, art, painting, landscape, still life
			Style Content		**William Morris and Marc Chagall** Morris was an English artist and poet. He was born in 1834 and died in 1896.	Artwork, famous, history, poet, designer, interior, decoration, painting, print, ceramic, tapestry

			Medium Inspiration		In 1859 Morris bought a house called the 'Red House' He and his wife designed all of the interior and decorations. Morris and his wife created a fine art craft work company and was most famous for designing wallpaper. Chagall was born in 1887 in Russia and he was Jewish. Chagall used lots of mediums such as painting, illustration, stained glass, prints, ceramics and tapestry. Chagall's use of colour was incredibly important to his work. Chagall was friends with Mondrian and Matisse.	
YR 5		Create sketch books to record observations and use them to review and revisit ideas	Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Combine visual and tactile qualities to express mood and emotion. Convey movement in their work. Explore and link dynamic activities to art such as: sport, movement and dance. Create a collage of different movements. Recreate designs from other times and cultures using a variety of materials.	Collage, cut, tear, overlap, texture, colour, montage, combination, visual, technique, material
		Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)	Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Identify how artists use textiles. Create work using textiles, and various stitching techniques and embroidery stitches.	Sew, stitch, fabric, patchwork, mood, emotion, movement dynamic, material, textile, embroidery
			Found materials Wood block Press print Fruit and Vegetables Lino String	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials.	Print, repeating pattern, press, roll, rub, stamp, design, designer, block, mono, trace, overlap, relief, impressed
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Identify and work with complementary and contrasting colours using different media. Mix and match colours to create atmosphere. Use a variety of tools to create texture,	Colour, primary, secondary, mix, neutral, dark, light, warm colour, cool colour, water colour, dye, ink, red, blue, yellow, orange, green, purple, colour wheel, gradient, dotting, scratching, splashing, compliment, contrast, atmosphere
			Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	Create a range of moods in their paintings. Express emotions accurately through their painting and sketches. Develop fine brush strokes. Use first had observations using different viewpoints, developing more abstract representations.	Paint, brush, brushstroke, landscape, portrait, tint, shade, think, thin, colour, primary, secondary, tint, tone, effect, substance, mood, feeling, texture, colour combination, effect , sketch, abstract
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials. Shape, form, model and construct from observation and imagination. Plan a wire sculpture through drawing and other preparatory work.	Dimension, measurement, 3D, clay, mould, coil, slab, join, scratch and slip, technique, manipulate, change, shape, texture, feel, appearance, pop up, 2D, material, sculpture, process, modelling, sketch, drawing, shape, form, model
			Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	Use marks and lines to produce texture. Use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Show reflections. Investigate proportions (e.g. size of a person in comparison to a building). Use a range of mediums on a range of backgrounds.	Pencil, drawing, thin, thick, line, pattern, texture, smudge, photo, mood, IT, imagination, memory, effect, shadow, form, proportion, landscape, foreground, background, middle, sketch, digital, texture, enlarge, proportion, shading, reflection
		About great artists, architects and designers in history	Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**William Turner and Georgia O'Keeffe** Turner is one of the most famous British painters known for romantic landscapes and seascapes. Turner was born in 1775 and died in 1851. Turner loved to paint storms, seas and fires. He rushed to the Houses of Parliament when he heard it was on fire so he could capture the flames in a painting. Many of Turner's paintings have dramatic effects of light and shadow. O'Keeffe was born in 1887 in the USA and died in 1986. O'Keeffe married a gallery owner and he organised exhibitions of her work and she started to gain a reputation as one of America's most important artists. O'Keeffe started to lose her vision but continued to produce pencil/charcoal drawings and pottery. O'Keeffe's most well-known features are objects enlarged and painted as if viewed through a magnifying glass.	Artist, famous, history, landscape, seascape, light, shadow, exhibition, gallery, drawing, pottery
			Style Content Medium Inspiration		**Leonardo Di Vinci and Roy Lichtenstein** Di Vinci was born in 1452 in Italy and died in 1519. Di Vinci is best known for his Mona Lisa painting. It is known for its use of perspective and enigmatic smile. Di Vinci was also an architect, engineer, writer, geologist and mathematician. Di Vinci was also an inventor and designed an adding machine, tank, machine gun, solar power and a flying machine. Di Vinci painted The Last Supper in 1490 for a convent in Milan.	Artist, famous, history, pop art, movement, cubism, expressionism, abstract

						Lichtenstein was born in New York in 1923 and died in 1997. Lichtenstein was a leader of the pop art movement. His work was inspired by comic strip art. Lichtenstein's art in 1950 was influenced by cubism, expressionism and abstract expressionism.		
YR 6		**Create sketch books to record observations and use them to review and revisit ideas**	Paper Paint Marble Foil Newspaper	**Exploring and Developing Ideas** A, B, C, D, E **Collage** A, B, C, D	Justify the materials they have chosen. Combine pattern, tone and shape. Use a range of mixed media to create collages. Add collage to a printed or painted background.	Collage, cut, tear, overlap, texture, colour, montage, combination, visual, technique, material, combine, patter, tone, shape	
		Improve their mastery or art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)	Textiles Clay Sand Plaster Stone	**Exploring and Developing Ideas** A, B, C, D, E **Textiles** A, B, C, D	Use fabrics to create a 3D structure. Use a range of mixed media to create textiles, fabric, sew onto canvas, card etc.	Sew, stitch, fabric, patchwork, mood, emotion, movement dynamic, material, textile, embroidery	
			Found materials Wood block Press print Fruit and Vegetables Lino String	**Exploring and Developing Ideas** A, B, C, D, E **Printing** A, B, C, D	Overprint using different colours. Make decisions about the effectiveness of their printing methods. Print with three overlays – using card, string and small lino tiles to create block prints.	Print, repeating pattern, press, roll, rub, stamp, design, designer, block, mono, trace, overlap, relief, impressed	
			Paint Ink Dye Textiles Pencil Crayon Pastel	**Exploring and Developing Ideas** A, B, C, D, E **Colour** A, B, C	Mix and match colours to create light, thinking about direction of light and its effect on images. Use different media to create tints, tones, shade and mood. Identify how colour can portray emotion and use this in their own artwork.	Colour, primary, secondary, mix, neutral, dark, light, warm colour, cool colour, water colour, dye, ink, red, blue, yellow, orange, green, purple, colour wheel, gradient, dotting, scratching, splashing, compliment, contrast, atmosphere, emotion	
			Poster paint Acrylic paint Water colour Oil	**Exploring and Developing Ideas** A, B, C, D, E **Painting** A, B, C, D	Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. Know the effect of a range of media and brushstrokes. Know that colours and brushstrokes can create feelings. Use a range of mediums on a range of backgrounds. Build on previous work with colour by exploring intensity. Develop fine brush strokes. Mark make with paint (dashes, blocks of colour, strokes, points). Combine colours, tones and tints to enhance the mood of a piece.	Paint, brush, brushstroke, landscape, portrait, tint, shade, think, thin, colour, primary, secondary, tint, tone, effect, substance, mood, feeling, texture, colour combination, effect , sketch, abstract	
			Clay Dough Wire Paper Modroc Boxes	**Exploring and Developing Ideas** A, B, C, D, E **Sculpture** A, B, C, D	Create work which is open to interpretation by the audience. Include both visual and tactile elements in their work. Design and create sculpture, on a small scale, showing understanding of proportion. Use objects around us to form sculptures. Develop confidence working with clay adding greater detail and texture. Investigate ways of joining clay e.g. scratch and slip. Use tools to carve and add shapes, texture and patterns. Use frameworks (such as wires or moulds) to provide stability and form. Continuing to develop perspective, (fore/back and middle ground). Ensure recap of proportions (e.g. size of a person in comparison to a building).	Dimension, measurement, 3D, clay, mould, coil, slab, join, scratch and slip, technique, manipulate, change, shape, texture, feel, appearance, pop up, 2D, material, sculpture, process, modelling, sketch, drawing, shape, form, model, proportion, perspective, joining	
			Pencil Charcoal Ink Chalk Pastel ICT Software	**Exploring and Developing Ideas** A, B, C, D, E **Drawing** A, B, C, D	Use sketches to communicate emotions and a sense of self with accuracy and imagination. Explain why they have combined different tools to create their drawings. Explain why they have chosen specific drawing techniques. Use software packages to create pieces of digital art to design. Create a piece of art which can be used as part of a wider presentation.	Pencil, drawing, thin, thick, line, pattern, texture, smudge, photo, mood, IT, imagination, memory, effect, shadow, form, proportion, landscape, foreground, background, middle, sketch, digital, texture, enlarge, proportion, shading, reflection, digital art, specific	
		About great artists, architects and designers in history	Style Content Medium Inspiration	**Exploring and Developing Ideas** A, B, C, D, E **Work of other artists** A, B	**William Turner and Georgia O'Keeffe** Turner is one of the most famous British painters known for romantic landscapes and seascapes. Turner was born in 1775 and died in 1851. Turner loved to paint storms, seas and fires. He rushed to the Houses of Parliament when he heard it was on fire so he could capture the flames in a painting. Many of Turner's paintings have dramatic effects of light and shadow. O'Keeffe was born in 1887 in the USA and died in 1986. O'Keeffe married a gallery owner and he organised exhibitions of her work and she started to gain a reputation as one of America's most important artists. O'Keeffe started to lose her vision but continued to produce pencil/charcoal drawings and pottery. O'Keeffe's most well-known features are objects enlarged and painted as if viewed through a magnifying glass.	Artist, famous, history, landscape, seascape, light, shadow, exhibition, gallery, drawing, pottery	

| | | | Style
Content
Medium
Inspiration | | **Leonardo Di Vinci and Roy Lichtenstein**
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| **YR 6+** | | **Understand art is subjective.**
Have the confidence to be creative by developing their own art style.
Understand that art shapes history and contributes to the culture and creativity of our world. | | | | | |