

Reception	<p>Through continuous and enhanced provision children in Reception will:</p> <p>CL - Develop social phrases. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary and use throughout the day in different contexts.</p> <p>PSED – Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships.</p> <p>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>M - Compose and decompose shapes so that children recognise a shape can have other shapes within it. Select, rotate and manipulate shapes to develop spatial reasoning skills. Count objects</p> <p>KUW - Explore the natural world around them.</p> <p>EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>				<p>Continuous provision areas and activities that support learning and skill development that relate to art are:</p> <p>Indoors – art and craft area, construction area, book corner, investigation table, topic tables</p> <p>Outdoors – construction area, mark making cupboard, mud kitchen, Forest School</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes and topics	All about me	Around the world	Fantasy	Plant a tiny seed	All creatures great and small	Journeys
Enhancements These are flexible and will follow the interests and needs of the children	Portraits Window craft Observational drawing of pumpkins, artefacts Gallery – Andy Warhol	Diwali craft Christmas craft Gallery – dreamtime artwork	Space craft Gallery - Kandinsky	Observational drawings of plants Gallery – Sunflowers Van Gogh	Clay Bog baby Observational drawing of artefacts Gallery - TBD	Observational fruit drawings Gallery -Henri Rousseau jungles

SUBJECT: Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Becoming an artist</u></p> <p>Children are to learn how to use simple equipment and become an ‘artist’. – What does this mean?</p> <p><u>Content</u></p> <p><u>Skills: Using different media</u></p> <ul style="list-style-type: none"> Looking at how to use wax crayons. Children learn how to use pencils correctly to colour in the lines. Children explore using paint in a variety of ways. 		<p><u>Portraits</u></p> <p>Children explore how to draw a person and the facial features that they would need.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> Drawing portraits in a variety of contexts. Looking at perspective. <p><u>Skills-Drawing with a variety of materials-pencil, charcoal, paint and oil pastels</u></p> <p>Learning how to use different marks in their drawing, dots, lines, with pencils and colours.</p> <ul style="list-style-type: none"> Using charcoals and oil pastels. Learning how to hold paint brushes correctly to create pictures. Learning about colours. 		<p><u>Investigating Materials – Summer 1</u></p> <p>Children explore using paper in different ways. They investigate how to make colour with natural materials and use tie-dye. Children learn how to mark make – consolidate simple aspects of drawing such as colouring in lines and adding different pressure.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> To investigate how to use materials in different ways. To use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, <p>Children create tie-dye t-shirts.</p> <p><u>Skill: Understanding of Material</u></p> <ul style="list-style-type: none"> Children focus on manipulating different materials, paper, paint, fabric. Children learn to twist, tie, cut, plait and scrunch both paper and fabrics. 	

	<p>Focus Artist: Matisse –open window Van Gogh – Starry Night Henri Rousseau – Jungle - link back to Reception Georges Pierre Seura - Pointillism Kehinde Wiley</p>	<p>Focus Artist: Andy Warhol Van Gogh Kehinde Wiley</p>	<p>Focus Artist: Zoe Bradley – Paper artist Michael Crompton – Modern day weaver</p>
Key Vocabulary	<p>Artist, independent, paint, wax crayon, colour, lines, dots, dashes, pencil.</p>	<p>Portrait, features, technique, materials, oil pastels, blend, cross-hatch, wavy, straight lines, oval, centre, colour mixing.</p>	<p>Twist, cut, plait, scrunch, fabric, tie-dye, change, texture, fabric.</p>
Year 2	<p>Mother Nature Designer – Autumn 1 Looking at patterns in nature. Looking at William Morris paintings. Children make a plant/leaf collage.</p> <p>Content</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour and pattern. To look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices, making links to their own work. <p>Skill: Patterns in Nature</p> <ul style="list-style-type: none"> Focus on creating patterns in nature. Big focus on linking and comparing to artists. Children observe and study nature resources – how can they include this in their work. Children make observational drawings. To know and identify the techniques that artists have used. Compare own art work to artists. Introduce and teach the children what a collage is. Children learn how to link materials together, overlaying them. The explore what material will be best suited for the collage (how will they construct) 	<p>Reflections: - Spring</p> <p>Content</p> <ul style="list-style-type: none"> Looking at perceptive and shapes in images. Children looking at shape and form. To use drawing, painting to share their ideas, experiences and imagination <p>Skills-Drawing with a variety of materials – consolidating from Y 1</p> <ul style="list-style-type: none"> Learning how to use different marks in their drawing, dots, lines, pencils. Drawing with a variety of pens. <p>Using charcoals, learning how to smudge and blend together to make a final piece.</p>	<p>Curriculum skill gaps and creative free choice.</p>
	<p>Focus Artists: Picasso William Morris Georgia O’Keefe Andy Goldsworthy</p>	<p>Focus Artist: Kandinsky</p>	
Key Vocabulary	<p>Nature, pattern, mixing, primary and secondary colours, watercolour, shade, paint.</p>	<p>Smudge, blend, materials, charcoal, pencil, pattern, lines, perspective.</p>	

Year 3	<p>Sculptures: Clay/printing – Autumn 2 Children create natural and clay sculptures.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> To create sculptures, develop and share their ideas, experiences and imagination. To create a clay sculpture. <p><u>Skill: Sculpture Introduction</u></p> <ul style="list-style-type: none"> Children can use clay to add pressure, create dots and lines. Children can make a 3D sculpture. Children can explain their sculpture. 	<p>Objects and Meaning – Still Life – Spring term Children look at how to make a still life and complete observational drawings.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> Sketch books to record their observations and use them to review and revisit idea. To improve their mastery of art and design techniques, including drawing, painting [pencil, charcoal, paint, clay] <p><u>Skills-</u></p> <ul style="list-style-type: none"> Drawing with a variety of materials – children are to focus on drawing still life using oil pastels and pens – focus is on shading. Learn how to shade correctly, using cross hatch technique. 	<p>Curriculum skill gaps and creative free choice. - Recycled Art – Summer 2 Making a variety of pieces, recycling and using a variety of materials.</p>
	<p><u>Focus Artists:</u> Donatello Michelangelo</p>	<p><u>Focus Artist:</u> Henri Matisse Chardin</p>	
Key Vocabulary	Sculpture, natural, 3-D, flat, pressure, join, smooth, mold.	Sketch, observational, still life, position, technique, shading.	
Year 4	<p>Abstract Artists Children learn what abstract art is and make their own piece.</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting [pencil, charcoal, paint, clay] <p><u>Skill: Drawing</u> Comparing similarities and differences between artists and their chosen form.</p> <ul style="list-style-type: none"> Focus on mixing colour and using paint. Children create the same abstract painting in oil pastels. Using different paint thickness for a desired effect. – children focus on painting stations. 	<p>Curriculum skill gaps and creative free choice. – Spring 1</p>	<p>Architecture- Summer 1 Children learn how to use scaling for a person. Children learn how to draw bridges.</p> <p><u>Context</u> Focus on the architecture of different buildings and their inspiration.</p> <ul style="list-style-type: none"> Children are to learn about great artists, architects and designers in history. Children are to design a school building based on structures that they have seen and studied. <p><u>Skill: Structure/scaling</u></p> <ul style="list-style-type: none"> Developing drawing with pen – free flowing/broken/hard/faint lines. Creating their own structure for a purpose
	<p><u>Focus artist:</u> Kandinsky Mondrian Fernand Leger paintings</p>		<p><u>Focus artist:</u> Architecture relating to era (Greek/Roman) Modern architects of Shard/Gherkin Casa Batllo- Gaudi (Lion) Scottish Exhibition Centre – Snail Eden Project- Honeycomb Scottish Exhibition and Conference Centre- Armadillo</p>
Key Vocabulary	Abstract, style, medium, secondary colours, pastels, effect		Point, curve, volume, smooth

Year 5	<p><u>Portraying Relationships- Proportion</u> Children are to learn how to draw people in proportion.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> • Focus on observational drawings, developing proportion. • To master using a variety of materials such as charcoal and oil pastels. • Children to draw a picture to show relationships between two people. <p><u>Skill: Drawing</u></p> <ul style="list-style-type: none"> • Using pencil to create hard and soft lines using pastels and paint. • To understand how to add shading • Exploring paintings, which portray relationships and compare artists and techniques. <p>Focus on drawing in proportion.</p>	<u>(Teaching a longer DT topic)</u>	<p><u>Painting in the style of the impressionists – Summer 1</u> Children learn about the style impression and explore this with paint.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting. • Painting a landscape in the style of an artist. <p><u>Skill: Painting techniques</u></p> <ul style="list-style-type: none"> • Creating and adding layers with paint to add detail. • To create and study key artists, creating their own artist copies. <p><u>Curriculum skill gaps and creative free choice. – Summer 2</u></p>
	<p><u>Focus artist:</u> Paula Rego Mary Cassatt David Hockney Kehinde Wiley Amy Serald</p>		<p><u>Focus artist:</u> Monet, Renoir Van Gogh</p>
Key Vocabulary	Proportion, scaling, tone, subject, composition, position, relationship, sketch, hard and soft lines.		Strokes, dots, impressionism, tones, landscapes, reflect, shading, artist copy, influence, style.
Year 6	<p><u>A sense of place- Landscapes and Perspective</u> Children learn how to draw landscapes.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> • Focus on observational drawings, developing perspective. • To create sketch books to record their observations and use them to review and revisit Ideas. <p><u>Skill:</u></p> <ul style="list-style-type: none"> • Developing perspective drawings, creating 3D effects. • To develop landscapes and build on what they have previously drawn. 	<u>Screen Printing:</u> Children are to learn what printing means and learn to print in a variety of ways.	<u>Curriculum skill gaps and creative free choice.</u>
	<p><u>Content:</u></p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, <p><u>Skill:</u></p> <ul style="list-style-type: none"> • Screen print using paint. • Sculpt a design using foam. 		
	<p><u>Focus artist:</u> Jean-Baptiste-Camille David Hockney</p>	<p><u>Focus artist:</u> Andy Warhol</p>	
Key Vocabulary	Nature, man-made, viewfinder, proportion, landscape, perspective, object, scale, enlarge, observational.		