

ART CURRICULUM COHESION

| | Autumn | Spring | Summer |
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| Nursery | <p>Let's Celebrate: Harvest, Black History Month, Diwali, Halloween, Bonfire Night, Hanukkah, Christmas, Autumn</p> <p>All about me!</p> | <p>Let's Celebrate: New Year, Chinese New Year, Valentines and the people we love, World Book Day, Mother's Day, Easter, Winter, Spring,</p> <p>Traditional Tales</p> | <p>Let's Celebrate: Eid, Gypsy, Roma and Traveller History Month, Father's Day, Pride, Summer</p> <p>Let's Grow</p> |
| | <p>Linked to their ongoing assessment, children will be challenged to develop their individual fine motor skills through scissor control, pencil control and mark making opportunities. Resources are continuously available for children can follow their own interests and explore at their own will. Children will discuss how their art, and the art of others, make them feel.</p> | | |
| | <p>During this term children will work on creating closed shapes with lines when drawing and using paint. Children will experience collage using a range of materials and textures, Draw a self-portrait and paint a portrait of Maya Angelou.</p> <p>Children will use brushes, sponges, stamping, dotting and finger painting to create representations of objects and people.</p> <p>Children will use pencils to sketch a harvest vegetable.</p> <p>Children will spontaneously explore and comment on colour and colour mixing.</p> | <p>During this term children will work on creating closed shapes with lines when drawing and using paint to create representations of objects and faces. Children will experience collage using a range of materials and textures, draw a self-portrait and paint a portrait of their Mother or Mother figure.</p> <p>Children will use brushes, sponges, stamping, dotting and finger painting to create representations of objects and people.</p> <p>Children will use drawing and painting to represent loud noises or movement when creating art.</p> <p>Children will use flowers to stamp using paint to create a Spring painting.</p> | <p>During this term children will create portraits and self-portraits that increasingly represent their subject. Children will experience collage using a range of materials and textures, draw a self-portrait and paint a portrait of their Father or Father figure.</p> <p>Children will use brushes, sponges, stamping, dotting and finger painting to create representations of objects and people.</p> <p>Children will independently use drawing and painting to represent loud noises or movement when creating art.</p> <p>Children will use shells, sand and other garden resources to create land art.</p> |

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| | | Children will explore and comment on colour and colour mixing activities, guided by an adult. | Children will learn the names of the three primary colours. Children will mix colours with the intent to change them and comment on the ways in which they have changed. |
| Reception | Marvellous Me! Celebrations | The Big freeze Superfood | Me and my Universe Out and about |
| | Linked to baseline assessments, children will be challenged to develop their individual fine motor skills and scissor, pencil and paintbrush control. Resources are available continuously so children can follow their own interests and challenged as per their needs. They will match simple shapes, lines and colours when drawing. Colour mixing primary colours will be introduced, investigated and embedded into provision, moving onto exploring tone. Children will be supported and challenged to develop their ability to create with a purpose in mind within provision. | | |
| | During this term there will be direct teaching and modelling of techniques when working on art projects for their families and their homes and later harvest produce (squashes) and firework scenes will become a focus and modelled through guided drawing. Children will be supported and challenged to create simple models of toys linked Christmas workshop theme. Linked to their maths work, they will explore pattern. | During this term there will be direct teaching and modelling of techniques when drawing British garden birds, spring flowers and fruit and vegetables will become a focus and modelled through guided drawing. Children will be challenged to create simple models such as a boat. Children will explore printing through the stimulus of a New Year firework scene. Children will begin to explore collage through the work of Giuseppe Arcimboldo. | During this term there will be direct teaching and modelling of techniques when drawing minibeasts, shells, flowers and leaves will become a focus and modelled through guided drawing. Children will be challenged to create simple models such as a rocket and a house. Children will experiment different brushstrokes through the stimulus of Van Gogh's A Starry Night. Pattern-simple symmetry will be explored through the context of minibeasts. Printing- leaf rubbings |
| Year 1 | Portraits Children will revisit and refine basic colour mixing skills children learned in EYFS. They will use this together with a variety of tools/mediums to create self- | Textiles Linking closely to exploring materials in science and our school eco work, children will weave using recycled materials including plastics, wool and fabric. | Sketching, drawing and sculpture Gaining inspiration from scientific observations, children will compare photographs they have taken with scientific and artistic drawings of plants. |

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| | <p>portraits after investigating and exploring a variety of self-portraits by a range of artists, focusing on the work of Picasso. Children will explore shape, line, form and space to create a finished piece of artwork.</p> | <p>They will produce coloured fabrics using natural dyes and using tie-dyeing techniques. Children will investigate fabric prints through our Rights Respecting work on Suki's Kimono. RRS: Suki's Kimono Article 30 - children from minority or indigenous groups.</p> | <p>They will use sketching and drawing techniques to create their own work and explore the work of sculptors in nature and use natural materials to investigate print. Eco: Link to natural artist Andy Goldsworthy.</p> |
| Year 2 | <p>Sculpture</p> <p>Building on from their knowledge of sculpture in Year 1, children will create a more advanced sculpture using a range of materials based around the topic of animals. Children will observe minibeasts and animals in the school grounds and then use this knowledge to help them create their own sculpture made from Modroc.</p> | <p>Photography</p> <p>Children will enhance the skills learnt in Year 1 photography to help them select images and make relevant changes to then use in their own artwork. Using explorers as a theme, children will gain inspiration from a local park to create some of their own digital artwork using their own photography as a stimulus. Look at work of David Norton to make links to their own work.</p> | <p>Sketching</p> <p>Children will develop their understanding and control of drawing and painting. Using viewfinders, children will identify interesting stimulus around the school grounds. They will then use their sketchbook to explore tone, shading and colour using a variety of different mediums. Discuss line, shape, form and space to ensure children are using their space accurately.</p> |
| Year 3 | <p>Drawing and painting</p> <p>Re-capping on the environmental art that the pupils did in Y1 and their knowledge of the artist Andy</p> | <p>Drawing and painting</p> <p>Developing their drawing and painting skills, children will use inspiration from local artists. In this unit children will create sketches and drawings of mining and everyday life after</p> | <p>Sculpture</p> <p>Children will begin to work with clay to create sculptures inspired by their Egyptian topic. In this unit children will develop confidence working with</p> |

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| | <p>Goldsworthy, children will use natural resources to create cave paintings. Children will study how people in the Stone Age communicated through creating art using natural resources and they will create their own artwork using a variety of media.</p> <p>Eco: Link to natural artist Andy Goldsworthy.</p> | <p>gaining inspiration and exploring the work of Norman Cornish and Tom McGuiness. Children will experiment with different grades of pencil to create different tones. They will also experiment with colour to represent mood.</p> | <p>clay adding greater detail and texture. They will investigate ways of joining clay – for example, scratch and slip. Once clay is dried, they will begin to add colour and patterns to decorate.</p> |
| <p>Year 4</p> | <p style="text-align: center;">Mosaic</p> <p>Building on their work on collage in Reception, children will use paper to design and create mosaics. They will investigate and research how mosaics were used in Roman architecture and that mosaics made a revival in the 19th century. The children will study the life and works of the sculpture Antoni Gaudi. They will use a combination of visual and tactile ideas to create colourful and complex paper mosaics.</p> | <p style="text-align: center;">Drawing and painting</p> <p>Inspired by their work on the Anglo-Saxons, children will create their own illuminated letters. They will plan their work carefully and use other cultures and times as a stimulus. They will build on their drawing and painting skills by showing tone and texture and shadow or reflection and design and plan a detailed illuminated letter that includes images of people, animals, plants and mythological creatures that can communicate a story.</p> | <p style="text-align: center;">Textiles</p> <p>Inspired by the work of Oscar Lawalata, children will research fabric designs from around the world and investigate a variety of techniques e.g. printing, tie-dyeing and batik to create different textural effects. Children will create a collage using fabric as a base, working both individually and as a group. They will enhance and adapt their work by applying beads, feathers etc. They will also use the relevant language associated with these techniques. Following this, they will investigate real life application by finding out about Jakarta Fashion.</p> <p>International links: Sri Lanka, Indonesia</p> |

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| <p>Year 5</p> | <p style="text-align: center;">Collage</p> <p>Developing on from their work on collage in Reception and Year 4, children will take inspiration from the artist Peter Thorpe and his work on space. Children will study examples of his work and make detailed notes in sketch books. They will learn about combining abstract and real-life work – experimenting with different foregrounds and backgrounds using a combination of materials and techniques. (Cutting/tearing and making decisions about materials of use). They will produce a final piece that is visual and tactile.</p> | <p style="text-align: center;">Drawing and painting</p> <p>Building on from portrait work in Year one and learning to work with pastels, children will take their inspiration from the artist Frida Kahlo. Children will study examples of her work and make detailed notes in sketch books. These will be used as a starting point to develop the skill of combining colour, tones and shades using pastels. Children will develop the skill of drawing portraits using the correct proportions and position of features. They will learn how to express feelings and emotions in their work. Educate & Celebrate: Gender and Disability Religion or Belief Frida Kahlo</p> | <p style="text-align: center;">Drawing and painting</p> <p>In this unit, children will be introduced to the medium of silk painting through the topic of the Vikings. Children will experiment with the new technique of silk painting. In preparation, they will keep and use detailed notes in a sketch book and understand the importance of preparing materials before working. They will learn to block areas for colour, create solid borders and combine a range of colours, tints, tones and shades to their work. A final collective piece will tell a Viking Saga.</p> |
| <p>Year 6</p> | <p style="text-align: center;">Sculpture</p> <p>Enhancing their knowledge of working with clay from Year 3, children will produce work based on their history topic. Children will take inspiration from Ancient Greek pottery and produce a clay pot depicting episodes from everyday life. They will refine their skills of working with clay and develop their making and refining skills in order to make adaptations to ensure their end piece is precise and reflective. They will choose from a limited range of</p> | <p style="text-align: center;">Textiles</p> <p>Children will build upon their printing techniques from Year 4 to create a printed pattern influenced by Victorian artist. In this unit, children will study the life, work and influences of the Victorian artist and designer William Morris and use some of his influences to create their own design. They will make choices about colour. Children will recreate their designs on lino tiles and use cutting equipment carefully. They will use printing techniques to</p> | <p style="text-align: center;">Drawing and painting</p> <p>Children will develop their use of painting techniques to produce a watercolour wash for a black silhouette skyline. Children will create a colour wash using a limited range of colours to produce a graduated background. They will use range of painting techniques (brush strokes) to build up colour. They will mix colours and think about varying shades. They will use images of a city/ skyline to create a silhouette to add to the background</p> |

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| | <p>products and colour to enhance their work further.</p> | <p>create a repeated pattern using their design.</p> | <p>thinking about the different ways this can be achieved (cutting out and sticking on black paper, using pastels, crayons, paint to draw it on). Children will analyse and comment on their own and others' ideas, methods and approaches. Link back to architecture and the lines, shapes and observation of architecture to add to their art piece.</p> |
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