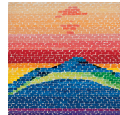

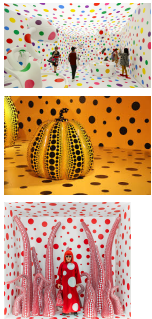






	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 1</p> <p>Main areas of focus</p>	<p>Commotion in the Ocean* Inspired by photographer Tobias Friedrich</p> <ul style="list-style-type: none"> - Links to geography topic. <p>Focus: colour blending, silhouette, mixed media, experimentation</p> <p><u>Lesson 1: Introduce photographer Tobias Friedrich.</u> LO: I can talk about Tobias Freidrich's ocean photograph</p> <p>Discuss the photograph.</p> <ul style="list-style-type: none"> - What is it? - How did he take it? - What can they see? <p>Children to decorate their page so that they have a blue background Stick Freidrich's photo in the centre (image highlighted in blue) Chn to write comments of his work around the outside Opinions Colours What they can see How it makes them feel Do they like it or not? Why?</p> <p><u>Lesson 2: Colour swatching</u> LO: I can experiment with different shades of colour</p> <p>What are the main</p>	<p>DT</p>	<p>Jackson Pollock</p> <p>Focus: mark marking, colour, mood, abstract, experimentation</p> <p>Chn to create different artwork each week which represents a different mood.</p> <p>Introduce Jackson Pollock - what do they think? What does it look like? Does it look like the artwork of a famous artist? Do they think they could also recreate it? How could they do it? Double page spread exploring artist, opinions on his work,</p> <p>2. Do colours match certain emotions? How does green make you feel? What about red? Yellow? Go through a variety of colours and ask chn what emotions they would match to the colours. Show JP work - How do the children think he might have been feeling when he created certain artwork? Link to colour discussion. What about music? Does music have a mood or emotion? Each week play a variety of music pieces (instrumental) for chn to suggest moods for - why does it make them feel that way? First focus on 'happy'. Play music which is upbeat - what colours</p>	<p>DT</p>	<p>Alma Thomas</p> <p>Focus: colour, introducing the colour wheel, collage.</p> <p>1. Introducing artist - what do they notice? Start talking about colours and shapes. What can they see in her work? Create a page with pictures of her work, children recreating this, lots of colour. Encourage chn to mount any pictures they are sticking in with an appropriately coloured backing OR draw a border. Key words to describe her work.</p> <p>2. Explore colour wheels - creating different colour wheels using different mediums i.e. collage, paint, pencil, water colour. What is the difference between each medium? i.e. brighter, darker etc.</p> <p>3. Create collage landscape images inspired by Alma Thomas - sun, tree, mountains etc. whole page collaged.</p> <ul style="list-style-type: none"> - Magazines, tissue paper squares, printed colour pages cut up? 	<p>DT</p>




	<p>colours in Tobias' photo? (Blue/black) Discuss that there isn't just one type of blue, there are lots!</p> <ul style="list-style-type: none"> - Name some and discuss how they are different from each other (lighter/darker/brighter etc) <p>Chn to create a collage on one page of as many different shades of blue as they can find.</p> <ul style="list-style-type: none"> - Use magazines/printed images. - Encourage layering - Can they identify/name any of the blues that they find? <p><u>Lesson 3: blending oil pastels and creating silhouettes</u></p> <p>In small groups with an adult: LO: I can blend oil pastels</p> <p>Adult to model how to blend different shades of white/green/blue oil pastel (see image - chn to replicate image in their sketchbooks on the page after their collage and label techniques).</p> <ul style="list-style-type: none"> - Option to find videos on YouTube for each technique if it is easier than modelling? <p>In small groups with an adult:</p>		<p>could they use when 'Jackson Pollocking' their page to happy music (green, yellow, pink)? Splatter their page with appropriate colours for that piece of music. Write title of music at the top of page. When dry, write synonyms for happy over the page in black felt tip.</p> <p>3. Anger. Play music that sounds more angry and intense. Chn to splatter appropriate colours onto the page while listening to music (red, black, deep orange). What sort of brush strokes might they use alongside their angry colours (harsh, scribbly, lines). Write title of music at top of page. When dry, write synonyms for angry over the top of their splattered paint pages using black felt tip.</p> <p>4. Calm. Play calm music - what colours might you associate with that (purple, blue, white)? What sort of shapes (soft, flowing, long strokes)? Chn to splatter appropriate colours onto the page while listening to music. Write title of music at top of page. When dry, write synonyms for calm over the top of their splattered paint pages using black felt tip.</p> <p>5. Sad. Play sad music - what colours might you associate with that (pale blue, light and dark grey, black)? What sort of</p>			
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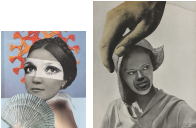

	<p>LO: I can create silhouette ocean animals and reef</p> <p>Chn to create silhouette sea/ocean animals and reef- draw their animal (max. of 3) from a photo onto black paper and then cut out. Stick these into their sketchbook on a new page. Label what the silhouette is.</p> <p><u>Lesson 4 & 5: Final piece</u></p> <p>LO: I can create a piece of artwork inspired by Tobias Freidrich</p> <p>Discuss circular motions used in example pieces when applying oil pastels and blending / sticking collage pieces (lightly sketch circles onto pages for chn to follow if needed).</p> <p>Chn to create the ocean background using either oil pastels (more confident - discuss adding white to show the sunlight through the water - see examples) or collage (for less confident chn).</p> <ul style="list-style-type: none"> - Should not be able to see their page through their background. <p>Then add silhouette creatures/reef using black paper.</p> <ul style="list-style-type: none"> - Chn should decide whether they want their reef to be all around the outside of their artwork or just 		<p>shapes (short strokes, dots, tiny marks)? Chn to splatter appropriate colours onto the page while listening to music. When dry, write synonyms for angry over the top of their splattered paint pages using black felt tip.</p> <p>Could they do a colour wash first and then splatter?</p> <p>Model how to splatter safely i.e. tapping onto finger</p> <p>Use poster paint as it is washable/can be removed from clothes</p> <p>Photograph chn as they create art work and record chn's discussions in through bubbles to add into their sketchbooks too.</p>			
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	<p>at the bottom as this will impact how much silhouette reef they have to create.</p>					
<p>Year 2</p> <p>Main areas of focus</p>	<p>Maria Rivans</p> <p>Focus: collage, layering, contrast (colour vs black and white).</p> <p>Introduce the artist. What do they notice about her work? What do they like? What do they dislike? What colours and images can they see? Share facts about the artist.</p> <p>-Double page spread with images of artist work, facts, opinions, key words and an appropriate background (wash of water colour - pastel shades).</p> <p>2. Chn to complete scissor skill challenges (https://www.twinkl.co.uk/resource/us-t-m-470-new-scissor-cutting-skills-booklet-usa) - photograph chn completing this activity for sketchbooks. Stick in cut out activities as well as photographs.</p> <p>3. Chn to explore how to make collages - cutting out particular images (not only in a rectangular way but also following the line of the specific image), layering, filling gaps and space etc.</p> <p>-Chn to create small collages with different themes i.e. split double</p>	<p>DT</p>	<p>Yayoi Kusama (the Princess of Polka Dots)</p> <p>Focus: pattern, colour, primary colours, secondary colours.</p> <p>Introduce the artist: what do they notice? What do they like or not like? How is her work difference from other artists they have seen before? Have they ever walked around an 'installation' before? (videos of her installations on YouTube).</p> <p>Record thoughts/opinions/key terminology in Sketchbooks. How could they decorate their pages to suit the artist? Dots!</p> <p>-Introduce/reintroduce the idea of giving a page a background to work on top of first.</p> <p>Introduce terminology and model: stippling, dotting, twisting - exploring how to make dots. Different sizes, different techniques. Explore in pages in sketchbooks - label each technique. Can they fill a page with dots using different techniques?</p>	<p>DT</p>	<p>John Constable</p> <p>An English landscape artist who enjoyed painting his local landscapes.</p> <p><u>Link to geography topic - what makes me?</u></p> <p>Focus: gradient, shades, primary, secondary, tones, silhouette, contrast</p> <p>What colours can they see in the landscape around us?</p> <p>1. Ask - what topic are we exploring this term in geography. Explore artist John Constable and talk about how he enjoyed exploring and painting his local landscapes. Ask what is a landscape and link it to the way we hold paper being called landscape. Chn to go on a local walk - down the stray - could be as a class or smaller groups. Chn to take pictures of the local landscape. Chn to discuss what they can see in the landscape.</p> <p>2. Explore tone. What is tone? Why would we use it? Explore a photo taken from previous lesson - can the children</p>	<p>DT</p>

	<p>page spread into 4 columns.</p> <p>-Chn to create a food theme, nature, red and toy collage columns using only images that match that theme.</p> <p>-Encourage layering and neat cutting. No flapping images.</p> <p>4&5. Chn to create a Rivans inspired final piece - photo of themselves with a headdress made up of the things they love the most i.e. images of footballs, chocolate, dogs, pink things etc. Focus on careful cutting and sticking.</p> <p>Chn to cut out image of themselves following the line of their portrait. Stick onto blank page and then create collage 'headdress'.</p>		<p>Can they make a pattern using dots?</p> <p>Chn to decorate images of everyday objects with dots - multicoloured, single colour, different shapes and sizes, different techniques. Focus on keeping the dots inside the lines of the key object, leaving the background blank.</p> <p>What went well? What did they find hard? How is what they have created similar/ different to Kusama?</p> <p>End project idea: each child to bring in an object and a box they can Kusama-fy (paint and cover in dots)! End product - a photograph of their object inside their box - both painted in the style of Yaei Kusama.</p> 		<p>see tone in the photo? Chn to choose a colour out of a few given e.g. blue or green. Chn to explore the tonal gradation of a colour using water colours. How do we make it darker? Do we need a lot of paint for the lighter colours?</p>  <p>3. Chn to explore the photos taken in lesson 1. Chn to choose the photo they would like to sketch and then paint. Have a look at sketching techniques and then chn to have a go at sketching their chosen photograph.</p> <p>4. Chat again about artist John Constable and the colours he used. Talk about what colours you can see in the landscape photos we took. Chn to use tone to paint, using watercolour, their sketches from their photos. In their books it'll be their photo on one page and then their landscape painting of it on the other page.</p>	
<p>Year 3 Main areas of focus</p>	<p><u>Wassily Kandinsky</u> (pioneer of abstract art)</p>	<p>DT</p>	<p><u>'Stik'</u></p> <p>Focus: clean lines,</p>	<p>DT</p>	<p><u>Yesei Nagashima</u></p> <p>Mixing primary colours</p>	<p>DT</p>

	<p>Focus: abstract, shape, colour, mixed media.</p> <p>Introduce abstract art as art that doesn't make sense - it isn't of 'anything'. Introduce Kandinsky - why is his art 'abstract'? Compare and contrast his landscape art to the 'realism' landscape art children explored during year 2.</p>  <p>Experiment using different mediums in the same piece.</p> <p>Using shape to create patterns.</p> 		<p>working in the style of an artist, contemporary art.</p> <ol style="list-style-type: none"> 1. Artist research pages 2. Working In artist style: How to draw clean lines with different mediums <ul style="list-style-type: none"> - Fill a double page with intersecting lines using different mediums (black) - Which is the easiest to use? - Chn to comment on different mediums (felt tip, charcoal, biro, 6B pencils water colour etc) 3. Working in the medium they're most comfortable with, chn to draw themselves 'stik's' in the style of Stik. Different moods? Or them at different ages? Practise working on white paper, different backgrounds etc. <ul style="list-style-type: none"> - Emphasis on the thick lines and block colour - Chn to design their own Stik then draw them onto photographs of places around Swindon as if they were 'Stik'. Think about the 		<p>to create secondary and tertiary colours. Colour wheel. Explore colour and how to lighten and darken colour - describing this as tone, linking to tone explored during year 2.</p> <p>Explore Japanese artist 魚の譜 uonofu Yusei Nagashima</p> <p>Japanese Artist Creates Delicate Watercolor Paintings of Fish Every Week (mymodernmet.com)</p>  <p>Japanese watercolour fish painting - using oil pastels to resist the water colour and creating the white highlights.</p> <p>Realism painting - comparing this technique to the abstract art explored with Kandinsky.</p>	
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			<p>angle of the photograph for greater challenge.</p> 			
<p>Year 4 Main areas of focus</p>	<p><u>Takashi Murakami</u></p> <p>Focus: bold/bright colours, clean lines, working in the style of an artist, working on different surfaces.</p> <p>Final piece idea: chn to bring in a boring item to decorate in the style of T M (paint completely white first and then work on top of).</p> 		<p><u>African Batik Art</u></p> <p>Link to geography topic - Africa</p>  <ol style="list-style-type: none"> 1. Explore colours and patterns in African culture and how these often have meanings. Create a double page spread exploring this. Decoding Africa's Design Language in Textiles and Cultural Identity – Eva Sonaike African patterns (contemporary-african-art.com) 2. Explore the history of Batik art and watch videos of people using the process. The Untold Story Behind African Batik Art – Paulski Art Chn to 'have a go' at the technique as a group. Photos for evidence of this. 		<p><u>Hannah Hoch</u></p> <p>Focus: collage, cutting skills, abstract portraits.</p> <ol style="list-style-type: none"> 1. Artist research around Hannah Hoch. 2. Studies of eyes/face parts using different mediums and backgrounds on the same page. 3. Photomontage Art - Cut, Paste, and Create (artincontext.org) Explore photomontage and how it has developed with the digital age. . Chn chn source their own images or even create their own digital images which they can then use. Cut portrait image into six. Chn working in a group to do a different section of the same image (face) and putting back together - collage effect or seamless fit? Photocopy for books. 4. Take photographs of chn and use as base for collages. Create a 	

			<p>3. Chn to design their own African Batik Art. Chn to think about the patterns used and the colours and label why they have chosen these things.</p> <p>4. Chn to create their art, following their plan from the previous lesson. Make a Batik Fabric Design (teacher made) - Twinkl</p> <p>5. Photograph final piece for book and evaluate process and technique and anything would do differently next time.</p>		<p>Hannah Hoc style portrait. Chn to swap features with each other.</p> 	
<p>Year 5 Main areas of focus</p>	<p><u>Andy Goldsworthy</u></p> <p>Focus: using nature for art, using different materials, weaving.</p> <p>1. Patterns out of natural materials 2. Nature looms- Collect things on their walk to school/a favourite place - nature loom that represents this. Build up by exploring textures that do/don't work together. 'Aesthetically pleasing'. 3. Branch/stick weaving - Chn to design their own pattern, try mini versions/mock ups, test colour palettes that work or don't. What do they want their weaving to represent? Exploring colour families.</p>	<p>DT</p>	<p><u>Mr Brainwash</u></p> <p>Focus: multimedia, layering, texture, stenciling.</p> <p>1. Artist research pages</p> <p>2. Banksy v Mr Brainwash- similarities, differences. (Second set of artist research pages)</p> <p>3. Plan final piece page. What will their Mr Brainwash inspired final piece look like (See Y6 test page examples). Practise layering - aesthetically pleasing, graffiti style. Testing backgrounds - which is most effective? What will their message be?</p> <p>4. Design their own stencil for the spray paint element. Design and cut out. Discuss what they will make it out of- practicality for</p>	<p>DT</p>	<p><u>David Bomberg</u></p> <p>Link to railway architecture thinking about previous term's history topic.</p> <p>Focus: cities, charcoal, shading, perspective</p> <p>Drawing buildings from different perspectives - foreground, midground, background, depth etc.</p> <p>End product: charcoal studies of the Blitz aftermath.</p> 	<p>DT</p>

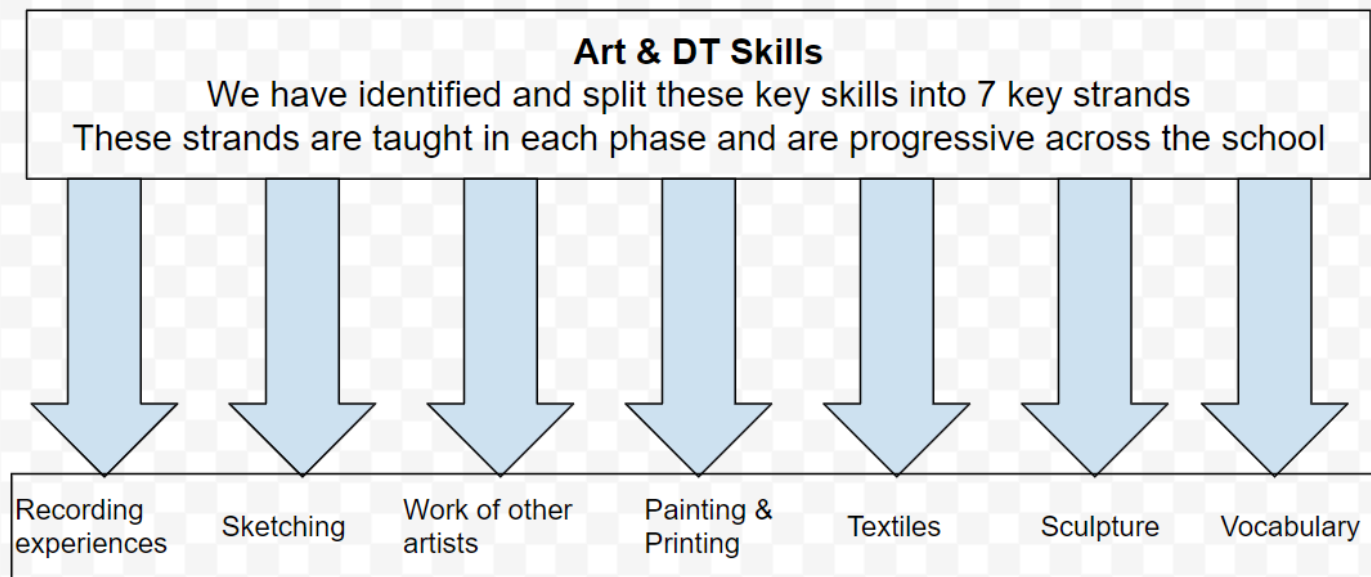
			<p>making vs durability.</p> <p>5. Final piece. Newspaper, colour, main focus image,</p> <p>What is his message? What is the point of his art? Does he remind you of anyone else?</p> <p>Photograph chn - use photos as foreground. Background newspaper, splatter paint, spray paint (chn design own stencil).</p> 			
<p>Year 6 Main areas of focus</p>	<p><u>Georgia O'Keeffe</u></p> <p>Links to North America geography topic.</p> <p>Landscape artist and strong female role model.</p> <p>Focus: abstract, floral, macro</p> <p>See slides.</p> <p>Georgia O'Keeffe project</p>		<p><u>Jean Michel Basquiat</u></p> <p>Focus: meaning behind art, bold colours, art from other cultures, oil pastels.</p> <p>Understanding the messages behind their artwork.</p> <p>Creating bold, abstract figures/faces - what do they want the message behind there work to be? What is important to them? How will they present that?</p> 		<p><u>Van Gogh</u></p> <p>Landscapes</p> <p>Link to geography topic - skills and fieldwork.</p> <p>Comparison to Georgia O'Keefe as Van Gogh does post-impressionism.</p> <p>Photographs of local area landscapes - create a piece of art using the inspiration from artist. Focus on the brushwork which directly expresses the emotion response to the subject, the landscape observed.</p> 	

Art & DT curriculum map and progression of skills

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					 <p>Could this be a larger scale piece?</p>	
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EYFS	Early Learning Goal (End of EYFS)
Expressive Arts and Design	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.



Area of learning Art	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Curriculum	-Safely use and explore a variety of	- To use a range of materials creatively to design and make products		- To create sketch books to record their observations and use them to review and revisit ideas			

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	<p>materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories.</p>	<p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.</p>	<p>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>				
<p>Recording experiences</p>		<p>- Start to record simple media explorations in a sketchbook. -Record colour exploration. - Begin describing artists' work. - Inclusion of photographs to record practical exploration.</p>	<p>- Use a sketchbook to plan and develop simple ideas. - Use a sketchbook to plan and develop simple ideas - Build information on colour mixing, the colour wheel and colour spectrums. - Collect textures and patterns to inform other work. - Start forming basic opinions - Inclusion of photographs to record practical exploration.</p>	<p>- Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. - Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. - Identify interesting aspects of objects as a starting point for work. - Use a sketchbook to express feelings about a subject - Make notes in a sketch book about techniques used by artists - Annotate ideas for improving their work through keeping</p>	<p>- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. - Express likes and dislikes through annotations - Use a sketchbook to adapt and improve original ideas - Keep notes to indicate their intentions/purpose of a piece of work - Inclusion and basic annotation of photographs to record practical exploration</p>	<p>- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. - Use sketchbooks to plan a sculpture through drawing and other preparatory work as well as how they may join parts of the sculpture. - Keep notes which consider how a piece of work may be developed further. - Adapt work as and when necessary and explain why. - Use key vocabulary to demonstrate knowledge and understanding - Where appropriate, the inclusion and detailed annotation of</p>	<p>- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. - Annotate work in sketchbook providing detailed explanations for choices and opinions. - Use the sketch book to plan how to join parts of the sculpture. - Annotate work in sketchbook. - Record reflections of projects considering what they have learned, what they may change and what went well. - Use key vocabulary to demonstrate knowledge and understanding.</p>

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				notes in a sketchbook - Inclusion and basic annotation of photographs to record practical exploration		photographs to record practical exploration	- Where appropriate, the inclusion and detailed annotation of photographs to record practical exploration
Responding to artists		Look at and talk about their own work and that of other artists and the techniques they had used expressing their likes and dislikes. Explore 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.					Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Drawing		Use a variety of drawing tools - pencil, felt tip, chalk, watercolour, paint. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and have the opportunity to test drawing techniques such as: hatching,	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to experiment independently with a variety of techniques such as cross hatching, blending, stippling. Begin to show consideration in the choice of pencil grade they use.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone as well as attempting to show reflections and shading in a drawing. Have opportunities to develop further drawings featuring the third dimension and perspective.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching Depict movement and perspective in drawings. Begin to develop an awareness of composition, scale and proportion. Use a variety of tools and select the most appropriate. Use drawing techniques to work from a variety of sources including observation, photographs and digital images.	

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		scribbling, stippling, and blending to create light/ dark lines.			<p>Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p> <p>Show an awareness of space when drawing.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline.</p>	<p>Develop close observation skills.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	
Colour		<p>Have the opportunity to work with poster paint, acrylic, watercolour, pencils, felt tips etc.</p> <p>Identify primary colours.</p> <p>Experiment with colours and begin to mix primary colours to make secondary colours.</p> <p>Use a variety of tools to apply colour such as brushes, fingers,</p>	<p>Identify primary and secondary colours.</p> <p>Experiment with colour mixing using a variety of different mediums i.e. paint, chalk, pencil, pastels.</p> <p>Create repeating patterns using shape and colour as the repeating element.</p> <p>Apply colour to a variety of different canvases i.e. dry clay, paper etc.</p>	<p>Understand and experiment with how to lighten and darken colours and identify this as tone.</p> <p>Describe colours appropriately and begin to comment on the impact they have on a piece of art.</p> <p>Understand the difference between primary, secondary and tertiary colours.</p> <p>Make purposeful</p>	<p>Use specific and appropriate colour language i.e. primary, secondary, tertiary, hue, shapes, tints etc.</p> <p>Experiment with mixing different colours across mediums.</p> <p>Compare how colour can look different depending on the medium used i.e. watercolour vs acrylic vs poster paint vs</p>		<p>Experiment with colour in unique ways i.e. through set design and makeup.</p> <p>Use colour on a large scale and still remain in control of their application.</p>

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		rollers etc. Start to consider how different colours make them feel and say which colours they like and dislike. Create basic colour wheels.	Create colour wheels.	decisions about the colours they use in their own pieces and begin to explain why they have made these decisions.	ink.		
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