

ART	Topic	Drawing	Painting	Collage	3D	Printing	Exploring	Evaluating
1	<b>Who am I? (IPC)</b> <b>Stories People tell(IPC)</b> <b>Time Detectives (IPC)</b> <b>Live &amp; Let Live(IPC)</b> <b>Waterworld(IPC)</b> <b>Plants and Flowers</b>	Learn pencil types, their properties and explore. - Develop control of pencil for detail in their pictures. -Use a pencil to create lines of different thickness in drawings. Use IT programmes to draw and create a picture. show how people feel	Develop ability to control paint and brush. -Know and name both primary and secondary colours -Mix, use and apply secondary colours in their work. -Explore white/black added to paint colours -Create moods in art work by using colours and techniques. Ask questions and describe what can be seen in a painting. Ask questions about	Can select a variety of different materials considering the content, shape, textures and surface - Select, sort and modify by tearing, cutting, with care before adding other marks and colour - Can sort and use according to different qualities e.g. shiny, smooth, warm, cold etc. - Begin to engage in more complex activities controlling surface of decoration of materials with clear intentions. - Can use adhesives to select and place cut and torn shapes.	Use materials (card, paper, wire – Modroc, clay, salt dough) to create 3D representations of the real world (e.g. animals, heads, figures, cars – things that interest the children) - Manipulate a variety of materials in a variety of ways including rolling, pinching and kneading. - Apply and impress a simple decoration technique: impressed, painted and applied.	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns	Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	Suggest differences and similarities in their own and others artwork, sharing what they think and feel about it.  Say how their artwork is like that of an artist, designer or craft maker they have explored
	<b>Suggested Focus Artists</b>	Van Gogh Seurat	Klimt, Marc, Klee, Hockney.	Pablo Picasso (collage) Use work of artists such as Anthony Gormley (sculpture) to create own pieces		Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)		
2	<b>People of the past</b>	Continue to add detail to picture and begin to	-Experiencing painting with smaller brushes,	Create images from a variety of media e.g. photocopies	Manipulate malleable materials in a variety of ways	Print with a range of hard and soft	Record and explore ideas from first hand observations	Describes the differences and similarities

	<b>Buildings</b> <b>Time</b> <b>travellers</b> <b>How are</b> <b>you?</b> <b>I'm alive</b> <b>Green</b> <b>Fingers</b>	use side of pencil to add shading to detail. -Choose and use three different grades of pencil when drawing. -Extend use of drawing materials-charcoal, pencil and pastel to create drawings Use a viewfinder to focus on a specific part of an artefact before drawing it.	developing brush control. -Explore what happens what happens when secondary colours are mixed Mix brown paint by mixing red and green together. Create tints with paint by adding white. Create tones with paint by adding black. Explain ideas of how artists have used colour, pattern and shape Create a piece of art in response to the work of an artist	material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Colour Collect, sort, name match colours appropriate for an image Shape Create and arrange shapes appropriately Texture Create, select and use textured paper for an image	including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile	materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns.	Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities	between different practises and disciplines.  Make links between the art they learn about and their own work.
	<b>Suggested Focus Artists</b>	Durer, Da Vinci, Cezanne	Pollock, Riley, Monet,  Mondrian	Giuseppe Arcimboldo (fruit and vegetable faces)		Consider works from different cultures e.g. Chinese block prints		
<b>3</b>	<b>Settlers &amp; Scavengers</b> <b>Romans</b> <b>Active Planet (IPC)</b>	Build on skills of tonal shading in their drawing. Show facial expression in art Use sketches to help produce a final piece of art.	Know tertiary colours Further explore tint/tone shade-apply this in their paintings. Create a background using a colourwash	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Plan, design and make models from observation or imagination  Join clay adequately and construct a simple base for extending and	Create printing blocks using a relief or impressed method  Create repeating patterns Print with two colour overlays	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful	Begin to describe their own and others artwork, using this to adapt and improve ideas.  Adapt their work according to their views and describe

	<b>On Tap(IPC)</b>	Use different grades of pencils to show tones and textures. Use line to replicate geometric patterns in Islamic Art	Use a range of brushes to create different effects in painting. Identify the techniques used by different artists Compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from different historical periods.	Use collage as a means of collecting ideas and information and building a visual vocabulary	modelling other shapes  Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object		observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	how they might develop it further.  Annotate work in sketchbook.
	<b>Suggested Focus Artists</b>	Picasso Hopper  Islamic art <a href="https://www.bbc.co.uk/religion/religion/islam/art/art_1.shtml">https://www.bbc.co.uk/religion/religion/islam/art/art_1.shtml</a>	Rothko (youtube How to paint like Rothko)  Rivera-Mexican artist (large murals)  Daisy Loongkoonan (aboriginal artist)	Kurt Schwitters-made collages from magazine clippings and recycled items.	Introduce work by artists such as Marc Quinn	Use the work of artist Stacey Chapman "car" and other images on the internet (print)	Banksy	
<b>4</b>	<b>Invaders &amp; Settlers</b>  <b>(Anglo Saxons &amp; Vikings)</b> <b>Water for everyone (IPC)</b> <b>Weather &amp; Climate (IPC)</b> <b>Saving the World (IPC)</b>	Begin to make individual choice in their choice of media. Show body language in sketches and paintings Use line, tone, shape and colour to represent figures and forms in movement. Show reflections in art	Mix tertiary colours. Know how different colours affect our mood/feelings-compare/contrast two paintings with separate moods. Experiment with the styles used by other artists. Explain some of the features of art from historical periods.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures  Use collage as a means of collecting ideas and information and building a visual vocabulary	Plan, design and make models from observation or imagination  Join clay adequately and construct a simple base for extending and modelling other shapes  Create surface patterns and textures in a malleable material	Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists,	Describe their own and others artwork, using this to adapt and improve ideas.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook.

					Use papier mache to create a simple 3D object		craftspeople and designers working in different times and cultures.	
	<b>Suggested Focus Artists</b>	Goya, Sargent, Holbein	Hopper, Rembrandt.  The Bayeux Tapestry	Consider work by contemporary textile artist Patricia Greaves (textiles).	Joan Miró sculpture  Barbara Hepworth-carve from a bar of soap!  <a href="https://www.tate.org.uk/kids/make/sculpture/soap-carving">https://www.tate.org.uk/kids/make/sculpture/soap-carving</a>	William Morris-block printing to create wallpaper	Andy Warhol-Popart	
<b>5</b>	<b>Local History Study</b>  <b>Temples &amp; Tombs</b>  <b>AD 900</b>  <b>Go with the Flow (IPC)</b> <i>(Chocolate topic to be included 2020)</i>	Begin to include measuring skills to help with proportion in their drawings. Use shading to create mood and texture Organise line, tone, shape and colour to represent figures and forms in movement. Use shading to create mood and feeling. Learn and use technical vocabulary Evaluate and analyse creative works.	Use tertiary colour in their paintings Use the past as a source of artistic inspiration.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work Use collage as a means of extending work from initial ideas	Shape, form, model and construct from observation or imagination  Use recycled, natural and man-made materials to create sculptures  Plan a sculpture through drawing and other preparatory work Develop skills in using clay Inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays  Work into prints with a range of media e.g. pens, colour pens and paints	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	Begin to compare and contrast their own and others artwork, using this to adapt, improve and refine ideas.  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook.

	<b>Suggested Focus Artists</b>	Moore sketchbooks, Rossetti, Klee, Calder, Cassatt	Lowry, Matisse, Magritte.	Fred Tomaselli	Consider work of Cornelia Parker (sculpture)	Consider the work from other cultures e, g Asia	Coco Chanel Vivienne Westwood Charles Rennie Mackintosh	
<b>6</b>	<b>Brave &amp; The Bold (The Ancient Greeks)</b>  <b>WWI/WW 2</b>	Explain the different tools used to create art. Explain personal choices of specific art techniques used. Draw with precision using different gradient pencils or other mediums for effect Show shape, proportion and perspective in drawings and artwork	Make individual choices regarding choice of media and state why in their work. Research artwork from different periods of history. Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. Identify great artists and how their work has impacted on art today Explain the style work produced and how it has been influenced by a famous artist. Use feedback to make amendments and improvements to art.	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc. when designing and making pieces of work  Use collage as a means of extending work from initial ideas	Shape, form, model and construct from observation or imagination  Use recycled, natural and man-made materials to create sculptures  Plan a sculpture through drawing and other preparatory work Develop skills in using clay Inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays  Work into prints with a range of media e.g. pens, colour pens and paints	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Compare and contrast their own and others artwork, using this to adapt, improve and refine ideas  Adapt their work according to their views and describe how they might develop it further.  Annotate work in sketchbook.
	<b>Suggested Focus Artists</b>	Leonardo Da Vinci- Vertruvian Man proportions	Opportunity to explore modern	Ben Lewis Giles- extend self-portraits	Alexander Calder- wire sculptures	Paul Klee	Paul Nash-war artist War propaganda posters	

		Frida Kahlo-self portraits	and traditional art i.e. Greeks	with the addition of collage				
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