

Progression in Art and Design

Art and Design knowledge and skills

Inspiration Techniques Ideas

Sketchbooks in Reception:

- Sketchbooks to show a wide range of creative activities from across the year.

Sketchbooks in Y1-Y6.

Session 1

- Lessons to start with a **discussion** about Artwork (painting/sculpture/textile) from the artist(s)/designer(s). Use “Thinking out loud” approach: “This reminds me of...” I wonder why it...?” Explore the Artist(s), their style and techniques. Form opinions on their work.
- Write the artist(s) and skill clear on page. For example: **Derek Gores Collage**
- Stick in pictures of the artist(s)/designer(s) artwork and **annotate** facts, thoughts, and opinions, commenting on techniques, skills, style, colours, shapes, tones, form and space. Use more than one to make similarities and comparisons.
- Deconstruct/mimic/replicate parts of the artwork or techniques around the same page - decorate the page in a creative artistic way using a variety of media (pencils, pens, pastels, paint, chalk, fabric, paper of choice).

Let the children be free to present this how they want and use what they want – allow freedom to be creative!

Sessions 2 and 3

- **Practice** skills, processes, sketches, mark making, prints, colour mixing drafts, designs, methods, inspired and influenced by the artist(s)

Sessions 4 and 5

- **Create** a piece of art using their design ideas and the skills, influence and or inspiration from the artist(s).

They should be given the opportunity to **reflect** on their Artwork and **showcase** their work, allowing interpretations and opinions from other pupils using oracy skills.

Please check art examples/artists websites prior to ensure suitability/appropriateness.

EYFS (taken from Expressive Arts and Design statements and ELGs)		
Children to: - 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. Children can: - 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.		
Y1 and Y2	Y3 and Y4	Y5 and Y6
Children to: - Respond to ideas and starting points - Explore ideas and collect visual information - Explore different methods and materials as ideas develop Children can: - Describe the work of notable artists, craft makers and designers - Use some of the ideas of artists studied to create pieces	Children to: - Develop ideas from starting points throughout the curriculum - Collect information, sketches and resources - Adapt and refine ideas as they progress - Explore ideas in a variety of ways - Comment on artworks using visual language and technical vocabulary. Children can: - Replicate some of the techniques used by notable artists, craft makers and designers - Create original pieces that are influenced by studies of others	Children to: - Develop and imaginatively extend ideas from starting points throughout the curriculum - Collect information, sketches and resources and present ideas imaginatively in sketchbooks - Use the qualities of materials to enhance ideas - Spot the potential in unexpected results as work progresses - Provide feedback and comment on artwork critically with a fluent grasp of visual language and technical vocabulary - use digital technology as sources for developing ideas Children can: - Give details (including own sketches) about the style of some notable artists, craft makers and designers - Show how the work of those studied was influential in both society and to other artists - Create original pieces that show a range of influences and styles

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Settling in Baseline, learning routines and expectations of a Reception class.	Painting Experimenting with ready mixed paint, and watercolours. Using brushes of different thicknesses and sizes.	Collage Experiment in making pictures using different materials such as tissue paper, felt, paper, card, using scissors and glue.	Illustration Look at and explore a range of illustrators from popular and familiar children's texts.	Sculpture Experiment using Playdoh, plasticine and clay to make sculptures.	Drawing Use pencils and pastels to draw outlines of shapes and objects familiar to them e.g. person, house, tree, flower, animals.
Year 1	Drawing Draw shapes, lines of different sizes and thickness from observations at a distance. Colour neatly following the lines and matching the colours.	Collage Create a collage by arranging different shapes, colour and materials that is cut, torn and glued into a picture.	Painting Mix primary colours to make secondary colours via a Colour wheel	Digital media/ Illustration Use the Paint programme on the iPads to create a picture using a range of tools.	Painting Add white to colours to make tints and black colours to make shades and different tones	Print Use natural objects to create prints of repeated patterns
Year 2	Sculpture Use clay by rolling, carving, shaping, forming and moulding into shape. Add other materials to create a realistic model.	Textiles Use dip dye techniques. Use stitching and textiles to decorate/create a design on a product	Sculpture Use a combination of materials and media to show patterns and texture to create a sculpture.	Digital media/ Illustration Use a paint package to mix colours and use a range of tools to create a picture.	Painting Use mixing to match colours. Use a variety of different brush sizes and create textured paint for effect.	Drawing Draw shapes, lines of different sizes and thickness from close 3D observations. Colour using burnishing, blending, shading, and layering.
Year 3	Collage Use collage as a means of collecting ideas and information. Sort, mix, group and arrange different materials to create a collage picture	Painting Mix colours effectively. Work on a range of small and large scale paintings. Colour: use more specific vocabulary for names of colours.	Print Make printing blocks using impressed method from initial sketch book design.	Digital media/ Illustration Use a wide range of tools on 2simple fill, paint brush, rubber, use shapes, create lines, add text.	Collage Use tessellation (without gaps) and mosaic designs (with gaps).	Drawing Sketch with different hardness and graded pencils using a variety of techniques: hatching, cross hatching.
Year 4	Textiles Printing detailed designs onto fabric using natural dyes.	Painting Explore and experiment with water and art. Experiment with different effects, textures, patterns, lines and shapes from a variety of brushes, apparatus and use of water.	Sculpture Use clay to design and make models from observations. Join clay adequately to create and combine shapes and create surface patterns and texture using tools.	Drawing Sketch with different hardness and graded pencils using a variety of techniques: stippling, pointillism, bracelet shading and feathering.	Sculpture Use papier mache to create and combine shapes. Add or attach other flexible materials to add texture, shape, form and detail.	Digital media/ Illustration Use a wide range of tools on paint fill, paint brush, rubber, use shapes, create lines, add text.
Year 5	Collage Create a mood board by collecting ideas and information use a range of media and sources. Use the collage and information to inspire a piece of juxtaposition art.	Print Create printing blocks using relief method by simplifying an initial sketch book idea. Print overlays with different colours	Collage Create a 3D mosaic collage using recycled materials. Mix colours and textures (rough and smooth, plain and patterned) to create visual and tactile qualities.	Digital media/ Illustration Use a wide range of tools on 2simple: fill, paint brush, rubber, use shapes, create lines, text. Insert media, copy, paste, move, rotate	Painting Develop a painting from a lightly sketched drawing. Mix appropriate and accurate colours to enhance the mood of a piece and to create atmosphere. Use brush techniques and the qualities of paint to create texture.	Drawing Sketch with different hardness and graded pencils. Use a variety of lines, marks, patterns and techniques to add interesting effects to depict movement and perspective.

Year 6	Painting Explore and use the qualities of water-based art to create visually interesting pieces. Develop a personal style drawing ideas from artists and create imaginative work from a variety of sources e.g. observational drawings, themes, music, quotes or poetry.	Drawing Sketch using a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight and create the impression of light. Develop an awareness of perspective and composition in a drawing.	Sculpture Use a combination of chosen materials and media to show patterns, shape and texture to create a sculpture with visual and tactile qualities.	Digital media / Illustration Use a wide range of tools on paint fill, paint brush, rubber, use shapes, create lines, text. Insert media, copy, paste, move, rotate.	Sculpture Plan and construct an innovative sculpture using a personal choice of materials. Combine visual and tactile qualities to add shapes, texture and pattern and use frameworks to provide stability and form.	Textiles Become familiar with different types of fabrics and the impact of the (fast) fashion industry. Design and make a textile product with conscientious choices. Use a combination of stitching, buttons, dying and printing onto fabric to decorate a sustainable product/garment.
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Year group	T1	T2	T3	T4	T5	T6
All	New year new me page. Diwali- Mehndi rangoli patterns	Remembrance Day/Poppy art, Firework art Christmas art	Chinese New Year art	Easter art World Book Day	Earth day art	Art for new teachers
Y1	What has made our local area special?	What are things made from?	Can anywhere be home?	What is alive?	What makes a great British holiday?	Do living things change or stay the same?
	Drawing Draw shapes, lines of different sizes and thickness from observations at a distance. Colour neatly following the lines and matching the colours.	Collage Create a collage by arranging different shapes, colour and materials that is cut, torn and glued into a picture.	Painting Identify primary colours by name Mix primary colours to make secondary.	Digital Media (Covered in computing) Paint package Create images Take digital images Digital video camera/iPad In class - Illustration: World book day	Painting Add white to colours to make tints Add black to colours to make shades Add black and white to colours to make tones	Print Use natural objects to create repeated patterns and overlapping prints by pressing, rolling, rubbing and stamping.
	Idea: Explore more than 1 artist in sketchbook. Practise skills by mark making with pencils and pastels in sketchbook. Use Rebecca Gibbon's illustrations in 'The Bee who spoke', artists and take photos of the local surroundings to inspire a landscape drawing based on observations/photos of the local area or sit in the local park and draw. Apply: Design landscape in pencil and use pastels to finish. Make a waterlilies picture using pastels.	Idea: explore Henri Matisse in sketchbook. Have a go at a collage in sketchbook using different materials. Create a collage of the three little pig homes. Christmas card collage. Collage for Remembrance Day. Apply: Recreate a collage by Henry Matisse. Make a rainbow collage in the style of Alma Thomas' paintings	Idea: Practise mixing primary to make secondary colours via a colour wheel and marks onto sketchbook. Use The painting skills by using the colourful squares with concentric circles by Kadinsky to explore mixing lots of secondary colours in circles. Apply: Using colour mixing skills make a concentric circles picture. Draw then paint a James Rizzi style building.	Idea: Read a page without showing the illustrations and let them illustrate it in sketchbook. Recreate the front cover or illustrations or character in their favourite book or class book- in media of choice Apply: Recreate scenes from the books, follow along with the illustrator.	Idea: practise making tints, tones, shades in sketchbooks, use the Storm Whale illustrations, the picture book 'a river' by Marc Martin and artist JMW Turner to inspire an ocean storm painting by mixing tints, shades, tones of blues. Apply: Make a seaside picture. Have fun with 'bubble blowing' painting.	Idea: William Morris exploration in sketchbooks. Using objects such as fruit, vegetables or sponges to create prints of living things (e.g. overlapping circles and ovals to create flowers) Create a repeated pattern inspired by William Morris. Apply: Print onto different materials: paper, card, fabrics using fruit and vegetables. Use natural objects to make an Andy Goldsworthy style picture.
	Vocabulary: Portrait, landscape, cityscape, building, line drawing, detail, pastels, smudge, smear, blend, bold, size, space, sketch, copy, observe, texture, layer, soft, hard.	Vocabulary: Collage, squares, gaps, space, fold, cut, tear, torn, rip, glue, stick, crumple, overlap, sort, mix, place, arrange, organise, collate.	Vocabulary: Primary colours, secondary colours, mix, sweep, dab, bold brushstroke, colourful, abstract, brash, bright, multi-coloured, pattern, shape, form	Vocabulary: lines, colours and shapes, digital paint	Vocabulary: White and black are shades, Primary colours, secondary colours, neutral colours, tints, tones, cool colours, cold colours, discoloured, watercolour wash, mix, sweep, blend, dab, brushstroke.	Vocabulary: Print, overlap, repeat, mimic, copy, apply, pressure, press, roll, rub, stamp, line, pattern, texture, colour, shape, block printing, printing tiles, rollers.
	Artist/Illustrator: Rebecca Gibbon	Artists: Alma Thomas	Artists: James Rizzi	Illustrator: Axel Scheffler	Artists: Benji Davies	Artists: William Morris
Other Art	Self-portraits – Art project to start year			Spring Art	JMW Turner seascapes to expand on The Storm Whale.	

Y2	What put Bristol on the map?	How do we choose materials?	How is life in Kenya and the UK different?	What do living things need to survive?	What does it mean to be British?	How can living things stay healthy?
	Sculpture Use clay by rolling, carving, shaping, forming, moulding into shape. Add other materials to create a realistic model.	Textiles Use dip dye techniques. Use stitching and textiles to decorate/create a design	Sculpture Use a combination of materials and media to show patterns and texture to create African masks	Digital Media – (Covered in computing) Use a paint package Use Shift caps, change colour, font and size Produce animation J2e animate In class - Illustration: World book day	Painting Use mixing to match colours- using primary and secondary colours to make tints, shades and tones. Use a variety of different brush sizes and create textured paint for effect.	Drawing Sketch what you see. Draw shapes, lines of different sizes and thickness from close 3D observations. Colour neatly in coloured pencils, following the lines using the techniques burnishing and blending, shading, layering.
	Idea: Use sketchbook to explore sculptures, designers, engineers, architects. Design and create a replica, miniature model of the SS Great Britain. Use clay to create the boat, then add other materials: 6 sticks for masts, add string, fabric/paper flags. Finish with paint when dry. Using sketchbook to mark make and choose paint colours.	Idea: Dip dye cloth or kitchen roll when experimenting with absorption in Science. Explore fabrics and dye – stick fabrics/materials in sketchbook. Explore designers who use dye Combined with DT: Design, make and evaluate: Sew stitches and glue materials for Christmas decoration or poppy for Remembrance Day.	Idea: Explore different animal prints and African tribal patterns in sketchbook. Create African/Kenyan masks or African animal masks. Design mask in sketchbook, use cardboard, draw, paint and add texture for 3D effect.	Idea: Read a page without showing illustrations and let them illustrate it in sketchbook. Recreate the front cover or illustrations or character in their favourite book or class book- in media of choice	Idea: Explore old British portraits and have a go at one. Or/and create a painting based on a local/British artist. Use paint to express what it means to be British in sketchbook	Idea: Practise burnishing, blending, shading and layering in sketchbook. Explore artist. Draw a healthy bowl of fruit and vegetables, fruit cut in half or flowers in detail. Use a picture of a 'healthy me' and do a portrait of themselves. Could be handed up to next teacher.
	Vocabulary: roll, cut, mould and carve, form, construct, assemble shape, model, bending, texture, twist, squish, flatten, construct, scale, assemble, cast, maquette, third Dimensional, connect, glue, attach, reinforce, replica.	Vocabulary: dip dye, absorb, dying, pattern, weaving, woven, spinning yarn, right angles, parallel, warp weft, loom, overlapping, plaiting, swapping, patterns, fibres, fabric, stretchy, flexible, fashion, clothes, comfortable, sustainable, natural, willow, palm, roofs, ceilings, synthetic materials, handmade, machinery.	Vocabulary: Texture, roll, cut, lightly draw, pattern, glue, stick,	Vocabulary: lines, colours and shapes, digital paint	Vocabulary: Primary colours, secondary, shades, colours, neutral colours, tints, tones, shades, warm colours, sweep, dab, bold brushstroke, texture, grit, rough, surface, thick grainy, mediums, abstract (flags) representational (beach view), replicate, copy, match.	Vocabulary: Portrait, landscape, line drawing, detail, lightly, gently, carefully, smear, smear, blending, burnishing, bold, size, space, sketch, copy, observe, mimic, replicate, texture, layer, soft, hard, shade, layer.
	Artists/designer: Isambard Kingdom Brunel	Artists/designer: Dip Dye - Alexander McQueen.	Artists: African/ Kenyan artist Wycliffe Ndwiga.	Digital Media/Illustrator: David Hockney	Artists: Local artist. J.K. Bleeg	Artists: Dennis Wojtkiewicz
Other Art						

Y3	Why is nature important?	Are all rocks the same?	How do we know about the ancient Egyptians?	Can living things live forever?	Was the Roman invasion good for Britain?	What is the dark?
	Collage Use collage as a means of collecting ideas and information. Experiment with a range of materials and collage techniques such as tearing, cutting, overlapping, layering and montage to create images and represent textures. Select, sort, group and arrange materials for a striking effect and different purposes e.g. colour or texture.	Painting Mix colours effectively. Using tints, shades and tones. Work on a range of scales and brushes e.g. thin brush on small picture and alternative types of paint for larger art pieces. Colour: use more specific vocabulary for names of colours.	Print Make printing blocks using impressed method by rolling, pressing and stamping.	Digital Media – Use a wide range of tools on 2simple fill, paint brush, rubber, use shapes, create lines, add text. Illustration: World book day	Collage Use tessellation with no gaps and mosaic designs with gaps.	Drawing Sketch with different hardness and graded pencils using a variety of techniques: hatching, cross hatching to show tone, texture, burnishing, and blending, shading and layering to show light and shadow. Begin to show an awareness of objects having a third dimension.
	Ideas: explore artist in sketchbook and why collages are useful. Replicate a Derek Gores butterfly or toucan collage. Collect and create a collage/mood board of information/ideas/images showing how/why nature is important in sketchbook	Ideas: practise mixing colours effectively in sketchbook - completing a colour wheel straight into sketchbook of tints, shades and tones for primary and secondary colours. Explore a variety of names of colours, when mixing and painting – label in sketchbook Design and create a graffiti rock inspired by Banksy, graffiti and street art. Design and make a stencil – spray paint it outside creating own street art. Thinking about the words, meaning and purpose. Use paint outside to create street art on the floor with paint brushes.	Ideas: explore artist and hieroglyphs in sketchbook. Create an Egyptian Cartouche using printing blocks made from string and cardboard. Each pupil to make ‘letter’ from Ancient Egypt alphabet - Then use each other’s prints to write their names in hieroglyphs to make their cartouche and/or make printing blocks to replicate Egyptian patterns, repeat, overlap and use suitable colours. Print onto different materials: paper, card, fabrics	Idea: using 2simple software to design the front cover of the English book. Sketchbook: Read a page without showing illustrations and let them illustrate it in sketchbook. Explore illustrations: Recreate the front cover or illustrations or character in their favourite book or class book- in media of choice	Ideas: explore Escher in sketchbook. Maths/art lesson on tessellation inspired by Romans and artists. Design and draw a tessellation. Create a Roman mosaic. Use mix of media	Ideas: Recap burnishing. blending, shading and layering in sketchbooks. Practise new techniques; hatching and cross hatching. Have a go at graphite art and have a go at drawing Paul Lung animals Use drawing skills to create dark shadow and silhouettes to demonstrate a picture in the dark/nighttime. Possible local artist visit: France Bauduin.
	Vocabulary: Collage, theme, features, geometric shapes, organic shapes, composition, gaps, cut, tear, torn, rip, layer, overlap glue, stick, sort, mix, place, arrange, organise, collate, montage, collect, ideas, sepia, multi-coloured, variety, prismatic, flecked, reuse, recycle.	Vocabulary: graffiti, Street Art, Banksy, mural, spray paints, urban, illegal, vandalism, expression, politics, vibrant, primary colours, secondary colours, mix, sweep, dab, bold brushstroke, spray, colourful, abstract, brash, bright, electric, flamboyant, prismatic – multi-coloured. ochre, amethyst, ash, azure, ecru	Vocabulary: coiling, repeat, pattern, replicate, natural, built, printing blocks, impressed, roller, even spread, overlap, rolling, pressing, stamping. Hieroglyphs, Cartouche, communication, monumental art.	Vocabulary: textures, lines, text, type, drag, tones, colours and shapes, digital, digital art, computer art, paint program	Vocabulary: Collage, tessellations, glide reflection, translation, rotation, and reflection, geometric shapes, geometries, 3D effect, composition, sort, mix, place, arrange, organise, collate, montage, gaps, cut, tear, torn, rip, layer, overlap glue, stick, mosaic, theme, progressive rhythm, juxtaposition.	Vocabulary: graphite, grades, silhouette, hardness, forms, tone, texture, sketch, lightly, shading, shadow, hatching, cross hatching, dappled, deep, dark, moody, atmosphere, atmospheric, bleak, gloomy, sombre, dusty, monochromatic, monotone, ebony, third dimension, hyper-realism vs symbolic and impressionistic.
	Artist: Derek Gores	Artist: Banksy	Artist: Modern Egyptian Artist: Inji Efflatoun.	Artist: Sean Charmatz Illustrator Illustrator	Artist: Sonia King	Graphite artists: Paul Lung,
Other Art	Create a class sculpture tin forest	Remembrance Day painting/or stencils Fireworks painting	Clay scarab beetles and paint Pyramid landscape painting/ collage	African/Kenyan Art painting African designs	Explore cave painting Sketch Roman soldier – YouTube	Painting with magnets Design and make a magnet sculpture

		Fossils	Sketching pharaohs - YouTube Chalk illustration from English book	Clay Plant Pot Artist: Joseph Muchina		Painting the colours we can see electromagnetic spectrum Illustrations from “the king who banned the dark” (fireworks) Animal eyes Shadows Sillouettes Reflections Darkness with manmade light – city scape at night vs natural light
Y4	Should all children have a right to education?	Is water always wet?	How can I travel from France to the UK?	How do we hear? Can we control electricity?	Would the Vikings do anything for money?	Are living things in danger?
	Textiles Printing detailed designs onto fabric using natural dyes.	Painting: Explore and experiment with water and art. Experiment with different effects, textures, patterns, lines and shapes from a variety of brushes, apparatus and use of water. Experiment with creating mood with colour.	Sculpture Use clay to design and make models from observations. Join clay adequately to create and combine shapes and create surface patterns and texture using tools.	Drawing Sketch with different hardness and graded pencils using a variety of techniques: stippling, pointillism, bracelet shading and feathering. Use hatching and cross hatching to show tone and texture.	Sculpture Use papier mache to create and combine shapes. Add or attach other flexible materials to add texture, shape, form and detail.	Digital Media – Use a wide range of tools on paint fill, paint brush, rubber, use shapes, create lines, add text. Illustration
	Ideas: Learn about textiles through the history of the Romans, clothing Combined with DT: Design: Design a Roman toga, cross curricular with History. Make: Practise stitching techniques. Design and stitching a school tie. (use old/recycle fabric if possible) Print a detailed design onto the tie using batik technique and using natural dyes, e.g. from beetroot, turmeric, spinach. (Instead of hot wax for Batik can use flour and water to create a glue, dye, then peel leaving those parts white) Evaluate	Ideas: Explore marbling and Suminagashi using water and paint/inks and different mediums using different colours to make different moods – practise the skill on paper. Later you could make a Christmas card design, or use wood or baubles to create a decoration Painting of the ‘great wave’	Ideas: Online tour of the Louvre (see link below) Create a sculpture of the Eiffel tower out of clay from observations of pictures. Design and decide if it will be flat/ 2D or 3D thinking about the material being used. Use tools to create patterns that present details of the Eiffel towers framework.	Ideas: Practise and understand when to use techniques: stippling, pointillism, bracelet shading and feathering in sketchbook. Recap hatching and crosshatching. Listen to music and noises and complete mark making through sounds. Use abstract art to express/show sounds and electricity. Annotate sketches to explain and elaborate ideas with knowledge. Use Pop Art to express sounds through onomatopoeia. Use felt tips and different coloured pencils to colour. Use more specific vocabulary for names of colours and label in sketchbook.	Ideas: explore the first papier mache helmets made in China and modern papier mache artists in sketchbook. Design and make a Vikings helmet replica artefact using found and recycled materials. (wires, mesh, cardboard, Modroc)	Idea: using paint software to design the front cover of the English book. Sketchbook: Read a page without showing illustrations and let them illustrate it in sketchbook. Explore illustrations: Recreate the front cover or illustrations or character in their favourite book or class book- in media of choice
	Vocabulary: Quilt, pad and gather fabric, print, dye, stitch, cut, loop, thread, join, shape, cross stitch, back	Vocabulary: marbling, Ebru Suminagashi, prismatic – multi- coloured, staining, blotching,	Vocabulary: third dimension, ceramic vessels, coiling, sculpt, mould, form, carve,	Vocabulary: graphite, grades, forms, tone, texture, sketch, lightly, bold,	Vocabulary: Sculpture, carve, form, bend, connect, glue, attach, papier	Vocabulary: textures, lines, text, type, drag, tones, colours and shapes, digital,

	stitch, knots, hem, pleat, pin, baste, tack, secure, hold, place, trends, uniform, tradition. Batik techniques, wax-resist dyeing, dye, cloth, fabric, method.	dappling, dotting, flecking, freckling, mottling, abstract, fluid, smooth, absorb, aqueous.	abstract and geometric motifs, pressed, slab, rolling pin, score, glaze, join, slip, seal, kiln.	colourful, abstract, brash, bright, electric, flamboyant, prismatic – multi-coloured, symbolic and impressionistic, Pop Art, critical, ironic, popular culture, comic.	mache, strips, third dimension, nets, mesh, mould, sculpt, glue, squish, twist, bend, chewed, pulped, mashed, cover, starch, adhesive, strengthen, reinforce.	digital art, computer art, paint program Colours: ochre, amethyst, ash, azure, ecru, turquoise, burgundy, salmon.
	Artist: Rosi Robinson (Batik Artist)	Artist: Natalie Stopka,	Artist: Auguste Rodin	Artist: Roy Lichtenstein	Artist: Dan Reeder	Artist: Iman Joy El Shami-Mader (Mythical Creature artist)
Other Art						
Y5	Why is it important to respect people and our planet?	Can we change materials?	What did the Ancient Greeks do for us?	Do all lifecycles look the same?	How did WW2 impact the lives of British children?	How do things move on Earth, the moon and space?
	Collage Create a mood board by collecting ideas and information use a range of textures, media and sources. Use the collage and information to inspire a piece of art.	Print Create printing blocks using relief method by simplifying an initial sketch book idea. Create an accurate pattern and experiment printing overlays and different colours by rolling, pressing and stamping.	Collage Create a mosaic collage using recycled materials and coloured paper. Mix colours and textures (rough and smooth, plain and patterned) to create visual and tactile qualities.	Digital Media – Use a wide range of tools on paint fill, paint brush, rubber, use shapes, create lines, text. Insert media, copy, paste, move, rotate. Illustration: World book day	Painting Develop a painting from a lightly sketched drawing. Mix appropriate and accurate colours and paint to combine line and colour to enhance the mood of a piece and to create atmosphere. Use brush techniques and the qualities of paint to create texture.	Drawing Sketch with different hardness and graded pencils. Use a variety of lines, marks, patterns and techniques to add interesting effects to depict movement and perspective. Explore colour mixing, shading, burnishing, layering and blending with coloured pencils.
	Ideas: Draw initial ideas to answer Topic question in sketchbook, then build a mood board of ideas using different media relating to the theme of why it is important to respect people and our planet, add/extend it as you learn more throughout the term. Look at art using juxtaposition relating to this theme. Discuss them. Using their mood boards created over the term and any other inspiration, design their own juxtaposition art, showing a contrast of respecting people and the planet and the consequences of not.	Ideas: Design and make printing blocks using different materials with faces or a single object inspired by Andy Warhol (Marilyn, soup can). Print onto different materials: paper, card, fabrics Create Christmas inspired printing blocks using relief method and use them to decorate Christmas cards.	Ideas: explore architect in sketchbooks and ancient Greek mosaics. Design and make a mosaic picture of Theseus' ship with inspiration from Antoni Gaudi .	Ideas: using paint software design/recreate the front cover of the English book. Or using text from the book create your own illustrations. Ideas: Explore the illustrations from your English book (or another) on world book day. Sketchbook: Read a page without showing illustrations and let them illustrate it in sketchbook. Explore illustrations: Recreate the front cover or illustrations or character in their favourite book or class book-media of choice	Ideas: Explore artists like Vincent Van Gogh who used creativity through 'Art therapy' to express his feelings and emotions. Music can be used to show emotions. Pretending to be a child in WW2 use their feelings to sketch and paint a piece of abstract Art or in the style of Van Gogh that creates atmosphere and emotion. Use certain colours to show specific emotions. Create an initial emotion colour chart in sketchbook. (e.g. red = angry)	Ideas: Practise mark making in pencil to create a sense of movement using techniques such as stippling, pointillism, bracelet shading and feathering, hatching and cross hatching. Have a go at creating an optical illusion of movement. (YouTube videos) Use the idea of gravity and force to represent movement in a piece of art. Complete by mixing, shading, burnishing, layering and blending with coloured pencils and other media to enhance this. Look at animation work. Make and draw a mini flip book to show movement. Create pocket to keep flipbook in sketchbook.
	Vocabulary: juxtaposition, surrealism , contrast, inspired, expression, reflect, evaluate, representational, original, abstract, visual arts, concept, perspective, collage, theme, features, geometric shapes, organic shapes, composition, gaps, cut, tear, torn, rip, layer, overlap glue, stick,	Vocabulary: coiling, repeat, pattern, replicate, natural, built, printing blocks, impressed, relief, roller, even spread, overlap, detailed, layer, cog, rotate, turn, rolling, pressing, stamping.	Vocabulary: Architect, mosaic, collage, theme, features, geometric shapes, organic shapes, composition, gaps, cut, tear, torn, rip, layer, overlap, space, glue, stick, sort, mix, place, arrange, organise, collate,	Vocabulary: textures, lines, fill, text, type, drag, tones, copy, paste, move, rotate, insert, media, clipart, colours and shapes, digital, digital art, computer art, paint program, illustrate	Vocabulary: white and black shades, Primary colours, secondary colours, neutral colours, complementary and contrasting colours, tints, tones, cool colours, cold colours, discoloured, mix, sweep, splatter, blend, dab, brushstroke, acrylic, inspired, therapy, therapeutic, identify,	Vocabulary: abstract, mark making, movement, rhythmic, dynamic, animated, motion art repetition, gravity, impressionist, realistic, depict movement, perspective, shadows and reflection, direction, marks, lines, patterns, hatching and shapes, mix, blend, effects, reflections, shadows,

	sort, mix, place, arrange, organise, collate, montage, collect, ideas, variety, multi-coloured, prismatic, flecked, reuse, recycle.		montage, variety, multi-coloured, prismatic, flecked, reuse, recycle, rough, smooth, textured, tactile.		stimulating, expression, reflect, evaluate, representational, original, abstract, harmonious, notable, juxtaposition, surrealism, impressionist.	depict, perspective, relationships, curvature, gradient, stipples, dappled, line, texture, pattern, form, shape, tone, smudge, blend, mark, hatching, hard, soft, light, heavy.
	Artist: Henri Matisse	Artist: Andy Warhol	Artist: Antoni Gaudí,	Artists/Illustrator: Lizzie Harper – Natural History and life cycles	Artist: Vincent Van Gogh	Artist: Retta Scott – First female credited animator at Disney
Other Art		Clay characters	Helen Miles – Mosaic artist, lots of work around Greek mosaics.			Painting and drawing planets mixed media
Y6	Is water a treasure?	How do we light up our world?	Why were the Maya an impressive civilisation for their time?	How do living things change over time and place?	What is a home?	Art leavers project
	Painting Explore and use the qualities of water-based art to create visually interesting pieces. Develop a personal style of painting drawing ideas from other artists and create imaginative work from a variety of sources e.g. observational drawings, themes, music, quotes or poetry. Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture.	Drawing Sketch with different hardness and graded pencils using a variety of techniques to add interesting effects, e.g. reflections, shadows, direction of sunlight and create the impression of light. Develop an awareness of perspective and composition in a drawing e.g. foreground, middle ground, background. Start to develop their own style using tonal contrast and mixed media.	Sculpture Plan and construct a sculpture using Modroc. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. Use tools to carve and add shapes, texture and pattern.	Digital Media – Use a wide range of tools on 2simple fill, paint brush, rubber, use shapes, create lines, text. Insert media, copy, paste, move, rotate. Illustration: World book day	Sculpture Plan and construct a sculpture using a personal choice of natural, recycled and man-made materials. Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form. Use tools to carve and add shapes, texture and pattern.	Textile leavers Become familiar with different types of fabrics and the impact of the (fast) fashion industry. Use innovate ideas to recycle or upcycle. Use a combination of stitching, buttons, dying and printing onto fabric to decorate a sustainable product/garment.
	Ideas: Look at different artists representations of water, explore in sketchbook. Design and create a water colour painting exploring abstract and representational artists. Make comparisons and differences. Use a theme, music, poem or quote to inspire watercolour painting. Explore the use of Brusho (powder) painting for abstract art.	Ideas: Practise sketching in sketch books showing reflections, shadows, direction of sunlight/artificial light. Practise mark making in charcoal and chalk Create a piece of art (could be still life or a self-portrait/portrait) showing 'light' using charcoal and/or chalk.	Idea: Explore a Mayan and or Mexican artist in sketchbook. Design and make Mayan masks. Explore patterns from existing artefacts in sketchbook.	Ideas: using 2simple software design/recreate the front cover of the English book. Or using text from the book create your own illustrations. Ideas: Explore the illustrations from your English book (or another) on world book day. Sketchbook: Read a page without showing illustrations and let them illustrate it in sketchbook. Explore illustrations: Recreate the front cover or illustrations or character in their favourite book or class book-media of choice	Ideas: Explore abstract artists. Sketch abstract ideas based on what 'home' is and use these to design and form an abstract 3D construction to symbolise an individual's home. Demonstrating "What is home?" to them. Allow for creative, innovative and personal ideas.	Ideas: Combined with DT: Explore the fashion industry in sketchbooks. Pollution/fast fashion and impact on world. Explore sustainable designers and companies. Insert and label different fabrics. Design and make a textile product/ piece by recycling or upcycling fabric/clothing. Such as a cushion cover made from an old school top. Or upcycle a top, printing the year and stitching the school logo on. Or recreate the school logo badge. Or create something together to leave behind for school to remember year group- e.g. patchwork piece.

	Vocabulary: Aqueous, white and black shades, Primary colours, secondary colours, neutral colours, complementary and contrasting colours, tints, tones, cool colours, cold colours, discoloured, watercolour wash, mix, sweep, blend, dab, brushstroke, acrylic, inspired, inspirational, influential, identify, stimulating, reflect, evaluate, representational, original, abstract, harmonious, notable, brusho	Vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hatching, cross-hatching, hard, soft, light, heavy, jet, charcoal, chalk, smoky, realistic, impressionist, movement, effects, reflections, shadows, depict, perspective, relationships, curvature, gradient, stipples. dappled, atmosphere, iridescent, mellow, flecked, opaque, translucent, transparent.	Vocabulary: construct, form, create, original, reflect, evaluate, inspire, design, identify, sculpt, carve, form, bend, connect, glue, attach, coiling, mould, carve, third dimension, nets, mesh, mould, squish, twist, bend, pulped, mashed, cover, adhesive, strengthen, slab, reinforce, motifs, pressed.	Vocabulary: textures, lines, fill, text, type, drag, tones, copy, paste, move, rotate, insert, media, clipart, colours and shapes, digital, digital art, computer art, paint program, illustrate	Vocabulary: Abstract, construct, form, create, original, reflect, evaluate, inspire, design, imaginative, identify. Sculpt, carve, form, bend, connect, glue, attach, coiling, mould, carve, third dimension, nets, mesh, mould, squish, twist, bend, pulped, mashed, cover, adhesive, strengthen, slab, reinforce, motifs, pressed, rolling pin, score, glaze, join, slip, seal, kiln.	Vocabulary: Quilt, pad, gather, stitch, cut, loop, thread, join, shape, cross stitch, back stitch, knots, pin, baste, tack, secure, hold, place, grades, needle, layer, overlap, hem.
	Artist: Margarethe Vanderpas	Artist: Stephen Wiltshire	Artist: Juana Gómez Ramirez	Paleoart illustrator: - Emily Willoughby	Artist: Sculptor - Louise Nevelson	Sustainable designers/companies - Patagonia
Other Art						Art term – street art.

Virtual Tours for Art school trips:	
Art Galleries and Museums	
The National Gallery-	Wherever you are in the world, take a tour of the National Gallery. Our virtual tours allow you to step inside the Gallery and explore one of the greatest collections
The Louvre	The French museum's virtual tour takes you to some of its galleries, including into the basement ruins of the building's original moat, which dates back to 1190.
The Tate Art Galleries	View and find out about over 70,000 works of art from the various Tate Art Galleries around the UK. Observe the 360-video of the Tate Modern Museum. There is also a Tate website dedicated to children where they can explore, make or take part in games and quizzes.
The National Portrait Gallery	Immerse yourself and explore a selection of rooms at the National Portrait Gallery, London. Explore different portraits through the centuries from the early 15th Century to now.

Van Gogh Museum	<u>At the Van Gogh Museum in Amsterdam, Netherlands, you can get up close and personal with the impressionist painters most famous works.</u>
The Metropolitan Museum of Art	<u>New York's Met Museum has an entire section of its website dedicated to children called Metkids. The online experience features a time machine where you can search by time period, idea or location to uncover objects and artwork from the museum's rooms. The "Big ideas" search tool allows children to investigate topics like inventions, fashion and battles and see all relevant artefacts. There are also videos and an interactive map of the museum.</u>
Thyssen- Bornemisza Museum	<u>Madrid's must-see art museum has the works of some of the continent's most celebrated artists like Rembrandt and Dali.</u>