

Bury and Whitefield Primary School
Whole School Art Plan 2019/20

	Autumn	Spring	Summer	
EYFS	<p><u>Exploring and using media and materials - ELG</u> 1. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Exploring and using media and materials – ELG Exceeding</u> 1. Children develop their own ideas through selecting and using materials and working on processes that interest them. 2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p><u>Being imaginative - ELG</u> 1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>Being imaginative – ELG Exceeding</u> 1. Children talk about the ideas and processes which have led them to make music, designs, images or products. 2. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.</p>			
Year 1	Self Portraits	Joan Miro	Fabricate	
	<p>Drawing</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their drawing? •Can they create moods in their drawings? •Can they draw using pencil and crayons? •Can they draw lines of different shapes and thickness, using 2 different grades of pencil? <p>3D</p> <ul style="list-style-type: none"> •Can they add texture by using tools? •Can they make different kinds of shapes? •Can they cut, roll and coil materials such as clay, dough or plasticine? 	<p>Painting</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their painting? •Can they create moods in their paintings? •Can they choose to use thick and thin brushes as appropriate? •Can they paint a picture of something they can see? •Can they name the primary and secondary colours? <p>Collage</p> <ul style="list-style-type: none"> •Can they cut and tear paper and card for their collages? •Can they gather and sort the materials they will need? 	<p>Printing</p> <ul style="list-style-type: none"> •Can they print with sponges, vegetables and fruit? •Can they print onto paper and textile? •Can they design their own printing block? •Can they create a repeating pattern? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they use a simple painting program to create a picture? •Can they use tools like fill and brushes in a painting package? •Can they go back and change their picture? 	<p>Textiles</p> <ul style="list-style-type: none"> •Can they sort threads and fabrics? •Can they group fabrics and threads by colour and texture? •Can they weave with fabric and thread? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they describe what they can see and like in the work of another artist/craft maker/designer? •Can they ask sensible questions about a piece of art?

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Year 2	Colour chaos	Nature sculpture (Recount of Art day)	African art inc. the life and work of Martin Bulinya	
	<p>Drawing</p> <ul style="list-style-type: none"> •Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>3D/ Textiles</p> <ul style="list-style-type: none"> •Can they make a clay pot? •Can they join two finger pots together? •Can they add line and shape to their work? •Can they join fabric using glue? •Can they sew fabrics together? •Can they create part of a class patchwork? 	<p>Painting</p> <ul style="list-style-type: none"> •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? <p>Collage</p> <ul style="list-style-type: none"> •Can they create individual and group collages? •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage? 	<p>Printing</p> <ul style="list-style-type: none"> •Can they create a print using pressing, rolling, rubbing and stamping? •Can they create a print like a designer? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they create a picture independently? •Can they use simple IT mark-making tools, e.g. brush and pen tools? •Can they edit their own work? •Can they take different photographs of themselves displaying different moods? •Can they change their photographic images on a computer? 	<p>Sketch books</p> <ul style="list-style-type: none"> •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their sketch books as to how they have changed their work? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they link colours to natural and man-made objects? •Can they say how other artist/craft maker/designer have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work?
Year 3	Fruit and Vegetables	Ancient Egypt clay sarcophagus	British Art	
	Drawing	Painting	Printing	Sketch books

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	<ul style="list-style-type: none"> •Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>3D/ Textiles</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? <p>Collage</p> <ul style="list-style-type: none"> •Can they use ceramic mosaic? •Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> •Can they print using at least four colours? •Can they create an accurate print design? •Can they print onto different materials? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they present a collection of their work on a slide show? •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Can they produce a montage all about themselves? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Can they explain art from other periods of history?
Year 5	Plants and Flowers	Sketching – texture/ emotion/ reflection North American Art	Painting – emotions/ Printing Pop Art	
	<p>Drawing</p> <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>3D/ Textiles</p>	<p>Painting</p> <ul style="list-style-type: none"> •Can they create a range of moods in their paintings? •Can they express their emotions accurately through their painting and sketches? <p>Collage</p>	<p>Printing</p> <ul style="list-style-type: none"> •Can they print using a number of colours? •Can they create an accurate print design that meets a given criteria? •Can they print onto different materials? <p>Use of IT</p>	<p>Sketch books</p> <ul style="list-style-type: none"> •Do they keep notes in their sketch books as to how they might develop their work further? •Do they use their sketch books to compare and discuss ideas with others? <p>Knowledge</p>

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	<ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they sculpt clay and other mouldable materials? •Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. 	<ul style="list-style-type: none"> •Can they use ceramic mosaic to produce a piece of art? •Can they combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? •Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? •Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?
Year 6	The Seaside	Wildlife Birds	Marbulous Structures Road to High School	
	<p align="center">Drawing</p> <ul style="list-style-type: none"> •Do their sketches communicate emotions and a sense of self with accuracy and imagination? •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques? 	<p align="center">Painting</p> <ul style="list-style-type: none"> •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques? 	<p align="center">Printing</p> <ul style="list-style-type: none"> •Can they overprint using different colours? •Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	<p align="center">Sketch books</p> <ul style="list-style-type: none"> •Do their sketch books contain detailed notes, and quotes explaining about items? •Do they compare their methods to those of others and keep notes in their sketch books? •Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
	<p align="center">3D/ Textiles</p> <ul style="list-style-type: none"> •Can they create models on a range of scales? •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? 	<p align="center">Collage</p> <ul style="list-style-type: none"> •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? 	<p align="center">Use of IT</p> <ul style="list-style-type: none"> •Do they use software packages to create pieces of digital art design? •Can they create a piece of art which can be used as part of a wider presentation? 	<p align="center">Knowledge</p> <ul style="list-style-type: none"> •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design?