Art Whole School Plan 2021-2022

	Autumn	Spring	Summer
Nursery	• Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.		
Reception	• 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.		
ELG	• 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.		
EYFS activities	• **Self portraits** • **Printing traffic light patterns** • **Autumn loose parts collage** • **Large scale firework picture** • **Colour mixing - primary and secondary colours** • **Kandinksy – Circles and colour mixing.**	• **Observational drawings** • **Mixing colours to change shade** • **Blossom tree painting**	• **Butterfly pattern pictures** • **Flower collage using natural materials** • **Use plants and leaves to make own paints** • **Pastel/wax sea creature with blue wash**
Year 1/2	**Colour chaos** ==YR - Mixing paints to make lighter and darker colours==	**Nature sculpture** ==YR- Large scale bonfire picture==	**African art including the life and work of Martin Bulinya**

Drawing 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?	**Painting** •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?	**Printing** •Can they create a print using pressing, rolling, rubbing and stamping? •Can they create a print like a designer?	**Sketch books** •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?
3D/ Textiles	**Collage**	**Use of IT**	**Knowledge**

• 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?	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?	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?	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 •Can they show facial expressions in their drawings? •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture?	**Painting** •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects?	**Printing** •Can they make a printing block? •Can they make a 2 colour print?	**Sketch books** •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books?
3D/ Textiles •Can they add onto their work to create texture and shape? •Can they work with life size materials? •Can they create pop-ups? •Can they use more than one type of stitch? •Can they join fabric together to form a quilt using padding?	**Collage** •Can they cut very accurately? •Can they overlap materials? •Can they experiment using different colours? •Can they use mosaic? •Can they use montage?	**Use of IT** •Can they use the printed images they take with a digital camera and combine them with other media to produce art work? •Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? •Can they use the web to research an artist or style of art? •Can they create a picture independently? •Can they use simple IT mark-making tools, e.g. brush and pen tools?	**Knowledge** •Can they compare the work of different artists? •Can they explore work from other cultures? •Can they explore work from other periods of time? •Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

	•Can they use sewing to add detail to a piece of work? •Can they add texture to a piece of work?		•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?

Year 4	Roman Mosaics	European Art & Artists • **Anselm Kiefer** • **Michelangelo** • **Le Corbusier** • **Rembrandt** • **Coco Chanel** • **Salvador Dali**	Dragon Eyes • **LS Lowry** • **Bee Statues and designers**

Drawing	**Painting**	**Printing**	**Sketch books**
•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? •Can they show facial expressions in their drawings? •Can they write an explanation of their sketch in notes?	•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? •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel?	•Can they print using at least four colours? •Can they create an accurate print design? •Can they print onto different materials? •Can they make a printing block? •Can they make a 2 colour print?	•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?
3D/ Textiles •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? •Can they create pop-ups? •Can they use more than one type of stitch?	**Collage** •Can they use ceramic mosaic? •Can they combine visual and tactile qualities?	**Use of IT** •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? •Can they use the printed images they take with a digital camera and combine	**Knowledge** •Can they experiment with different styles which artists have used? •Can they explain art from other periods of history?

	•Can they join fabric together to form a quilt using padding? •Can they use sewing to add detail to a piece of work? •Can they add texture to a piece of work?		them with other media to produce art work?	

Year 5	Plants and Flowers **Henri Rousseau**	Sketching – texture/ emotion/ reflection North American Art **John Singer Sargent, Ansel Adams, Jean-Michel Basquiat and Mary Cassatt**		Painting – emotions/ Printing Pop Art **Andy Warhol**
	Drawing •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?	**Painting** •Can they create a range of moods in their paintings? •Can they express their emotions accurately through their painting and sketches?	**Printing** •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?	**Sketch books** •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? •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?
	3D/ Textiles •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.	**Collage** •Can they use ceramic mosaic to produce a piece of art? •Can they combine visual and tactile qualities to express mood and emotion?	**Use of IT** •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?	**Knowledge** •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?

		•Can they present a collection of their work on a slide show

Year 6	The Seaside **Alfred Wallis & Hokusai**	Wildlife Birds **Constantin Brancus & Richard Sweeney**	**Road to High School**

Drawing	**Painting**	**Printing**	**Sketch books**
•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? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?	•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?	•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? • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria?	•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?

3D/ Textiles	**Collage**	**Use of IT**	**Knowledge**
•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? • 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.	•Can they justify the materials they have chosen? •Can they combine pattern, tone and shape?	•Do they use software packages to create pieces of digital art to design? •Can they create a piece of art which can be used as part of a wider presentation? •Can they create digital images with animation, video and sound to communicate their ideas?	•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? •Visits to galleries

Art Whole School Plan 2021-2022