

Bury and Whitefield Primary School
Whole School Art Plan

	Autumn	Spring	Summer
EYFS	Self portraits Printing traffic light patterns Autumn loose parts collage Large scale firework picture Colour mixing - primary and secondary colours <u>Kandinsky – Circles and triangles</u> (1)	<u>Observational drawings</u> Mixing colours to change shade Blossom tree painting (1)	Butterfly pattern pictures Flower collage using natural materials Pastel/wax sea creature with blue wash (1)
	<u>Alma Thomas – shape collage.</u> (2)	TBC	TBC
	<u>Painting</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques • Explore different types of paint • Paint flat and upright • Explore working with paint on different surfaces and in different ways • Recognise and name the primary colours • Name the colours of different objects 	<u>Drawing</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques • Draw on different surfaces such as in sand, chalk on the playground etc. • Draw upright, flat – working on correct pencil grip • Use drawings/ marks to tell a story • Experiment with the use of line, shape and colour 	<u>3D Sculpture</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques • Experiment with a range of materials such as recycled, natural and malleable to make models and structures. • Begin to explore the use of shape and form • Begin to apply simple decoration techniques
Year 1 and 2	Colour chaos (including Brazilian artist Romero and Clarice Cliff) <u>YR - Mixing paints to make lighter and darker colours</u> (1)	Nature sculpture (including British artist Andy Goldsworthy) <u>YR- Large scale bonfire picture</u> (1)	African art (including the life and work of Kenyan artist Martin Bulinya) (1)
	Self Portraits (including Swiss born German artist Paul Klee) (2)	Joan Miro (Spanish artist) and Teesha Moore (mixed media including printing and collage) (2)	Pop Art (including Andy Warhol American artist and digital art) (2)

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	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment and begin to control the marks made with a range of media such as: crayons, pastels, chalk, felt tips, pen and chalk. • Draw on different surfaces and experiment with layering media. • Draw for a sustained period of time and communicate something about themselves through their artwork. • Begin to explore and experiment with line, shape, pattern and colour. • Explore different drawing techniques such as hatching, scribbling and blending. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Experiment with different media using a range of tools e.g. different brush sizes, hands, rollers and pads. • Begin to show control over the types of marks made. • Work on a range of surfaces, scales and with different media. • Mix secondary colours and shades using different types of paint. • Begin to reproduce the colours of different objects. 	<p><u>3D Sculpture</u></p> <ul style="list-style-type: none"> • Use and explore a variety of tools, materials and techniques. • Experiment with a range of materials such as recycled, natural and malleable to make models and structures. • Continue to explore the use of shape and form. • Apply simple decoration techniques introducing patterns. 	<p><u>Responding to art</u></p> <ul style="list-style-type: none"> • Describe some of the art and design techniques they have used in their work and can see in the work of others e.g. drawing, painting and sculpting. • Talk about what they like about their own work and that of others. • Begin to discuss anything they would do differently next time.
Year 3	<p align="center">Food</p> <p>Carl Warner (UK, photographer) Jason Mecier (USA) Sarah Graham (UK)</p>	<p align="center">Egypt Clay Mask</p> <p>Jonathan Baldock (UK) Kim Murton (Canada) Lionel Smit (South Africa)</p>	<p align="center">British Art</p> <p>Sonia Boyce (UK) Robert Oxley (UK) Howard Hodgkin (UK)</p>	
	<p align="center">Drawing</p> <ul style="list-style-type: none"> • Demonstrate control over the types of marks made with a range of media. • Begin to use their sketchbook to collect and record visual information from different sources. • Experiment with different grades of pencil and other implements. 	<p align="center">Sculpture</p> <ul style="list-style-type: none"> • Work in a safe and organised way using the equipment responsibly and with increasing confidence. • Plan, collect and develop ideas to help design to make models. • Use of a range of materials with increasing confidence, 	<p align="center">Painting</p> <ul style="list-style-type: none"> • Experiment with different effects and textures such as: blocking in colour, washes, thickened paint etc. • Become increasingly confident using paint brushes to create different effects and textures. • Work confidently, beginning to make appropriate choices regarding paper and scale. 	<p align="center">Responding to Art</p> <ul style="list-style-type: none"> • Evaluate an existing piece of artwork providing a personal opinion. • Compare ideas, methods and approaches in their own and others' work. • Use their sketch book to adapt their work as their ideas develop. • Identify and discuss the likes and dislikes of their artwork

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	<ul style="list-style-type: none"> • Draw for a sustained period of time at their own level. • Use different media to develop line, shape, pattern, colour and tone. • Use a range of techniques within their work with growing confidence. 	<ul style="list-style-type: none"> • joining two parts safely and correctly. • Learn to secure work to continue at a later date. • Use different media to develop shape and form. • Produce more intricate patterns to begin to explore the use of texture. • Begin to use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make which secondary colours. • Start to explore the colour wheel. • Begin to develop colour vocabulary. 	<ul style="list-style-type: none"> • and the changes they had to make as a result. • Identify areas for development that could be made.
Year 4	<p align="center">Roman Mosaics -Making Mosaics Artists - Antoni Gaudi, Cleo Mussi</p>	<p align="center">Insects -Drawing Insects and painting background Artists - Henry Moore, Abby Diamond, Lucy Arnold</p>	<p align="center">Bodies -Drawing and sculpting Artists – Giacometti, Vivienne Westwood, Lowry, Carrie Ann Schumacher, Corey Barkside</p>	
	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Demonstrate increasing control over the types of marks made with a range of media. • Begin to use their sketchbook to inform and influence their artwork. • Demonstrate experience in different grades of pencil and other implements. • Draw for and increasing period of time. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Choose paints and implements appropriately. • Become increasingly confident using paint brushes to create different effects and textures. • Work with ability to justify their choices regarding paper and scale. • Mix and match colours with increasing accuracy. • Continue to explore the colour wheel introducing warm and cold, complementary and contrasting. 	<p><u>3D Sculpture</u></p> <ul style="list-style-type: none"> • Work in a safe and organised way using the equipment responsibly. • Plan, collect and develop ideas and make adaptations where necessary. • Use a range of materials joining parts safely and correctly. • Secure work to continue at a later date. • Use different media with increasing control, to achieve shape and form. 	<p><u>Responding to art</u></p> <ul style="list-style-type: none"> • Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make. • Compare ideas, methods and approaches in their own and others' work. • Use their sketch book to adapt their work as their ideas develop. • Identify and discuss the likes and dislikes of their artwork and the

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	<ul style="list-style-type: none"> Use different media, with increasing control, to achieve line, shape, pattern, colour and tone. 	<ul style="list-style-type: none"> Use colour specific vocabulary. Start to develop a painting from a drawing. 	<ul style="list-style-type: none"> Produce intricate patterns and continue to explore the use of texture. Use language appropriate to skill and technique. 	<p>changes they had to make as a result.</p> <ul style="list-style-type: none"> Identify areas for development that could be made.
Year 5 and 6	Wildlife (1) <i>Brancusi (Sculptor)</i> <i>Richard Sweeney (Designer)</i>	The Seaside (1) <i>Alfred Wallis (Artist)</i> <i>Hokusai (Artist)</i>		Mixed Media (1) <i>Hannah Hoch (Photomontage)</i> <i>Henri Matisse (Collage)</i>
	North American Art (2) <i>John Singer Sargent (Artist)</i> <i>Ansel Adams (Photographer)</i> <i>Jean-Michel Basquiat (Artist)</i> <i>Mary Cassatt (Artist)</i>	Contemporary Art (2) <i>Chris Ofili (Painting)</i>		Plants and Flowers (2) <i>Henri Rousseau (Artist)</i> <i>Georgia O'Keefe (Artist)</i>
	Drawing	Painting	3D Sculpture	Responding to art
	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Sketchbooks demonstrate the artistic style of the user. Draw for a sustained period of time working on one piece. Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. Use different techniques for different purposes within their own work. Have opportunities to explore simple perspective using a single focal point and horizon. Develop an awareness of composition, scale and proportion. 	<ul style="list-style-type: none"> Plan and create different effects and textures with paint. Test media and materials, and mix appropriate colours. Control the types of marks made and the effects and textures produced. Start to develop their own style using mixed media. Experiment with a choice of paper and scale of work. Demonstrate an understanding of colours including primary and secondary, warm and cold, complimentary and contrasting. Develop a painting from an initial sketch. 	<ul style="list-style-type: none"> Work with a wide range of tools in a safe and organised way. Plan a sculpture through drawing and other preparatory work. Use a range of materials with careful consideration for joining techniques. Secure work to continue at a later date. Demonstrate a secure understanding of shape and form. Creatively use pattern and texture in their work. Understand the different ways of finishing work such as glaze, paint and polish. Use accurate language appropriate to skill and technique. 	<ul style="list-style-type: none"> Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. Use appropriate language when comparing ideas, methods and approaches in their own and others' work. Use their sketch books to evaluate and adapt their ideas. Make and develop annotations to show progression in their ideas. Identify the strengths and weaknesses of their artwork, suggesting any areas for improvement. Consider the effect different resources may have had.