



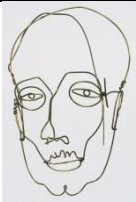




KS1 Art (Russet and Pippin Class)



Pippin Class	Term	Focus	Sketch Book Work	Artist Study	Final Piece	Skills Progression
2021 / 2022	Spring 2	Textiles	<p>Fabric weaving Start with paper strip weaving Build up to a large class piece. Using lots of different materials to weave with Look at uses of weaving in real life e.g. Using natural resources to weave, twigs and wool etc.</p>	<p>Aboriginal art (Clifford Possum, Freddie Timms & Tommy McRae) and introduction to sewing</p> 	<p>Piece of weaved artwork that has an introduction to tone Ombre effect. Going from light shade to a dark shade of a colour Choice of materials, paper, wool etc.</p>	<p>Year 1 – weaving</p> <p>collage</p> <p>Sort according to specific qualities</p> <p>how textiles create things</p> <p>Year 2 – (as above) overlapping and overlaying to create effects</p> <p>Use large eyed needles , running stitches</p> <p>Simple appliqué work</p> <p>Start to explore other simple stitches</p>
	Summer 1	Printing	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p> <p>Create simple printing blocks with press print.</p>		<p>Create a block print polystyrene tile to print with. This is will be a crest that the children individually design.</p>	<p>Year 1 – Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p> <p>Year 2 – (as above) Print with a growing range of objects</p> <p>Identify the different forms printing takes</p>





			Design more repetitive patterns.			
	Summer 2	3D Form	<p>Seaside art</p> <p>Using play dough to practise skills and techniques of creating certain shapes.</p> <p>Children experiment using natural objects to print with.</p> <p>Children experiment using objects and colours to create patterns.</p>		Making a clay tile of a natural seaside object	<p>Year 1 – Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins</p> <p>Year 2 – (as above)</p> <p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>to shape and form from direct observation (malleable and rigid materials)</p> <p>decorative techniques</p> <p>Replicate patterns and textures in a 3-D form</p> <p>work and that of other sculptors</p>

Pippin Class	Term	Focus	Sketch Book Work	Artist Study	Final Piece	Skills Progression
2022 / 2023	Autumn 1	Collage	Children create collages using a variety of different materials. Children will explore how collage can be used to create a 3D effect, add texture and how different materials can be built upon.	Unknown artist, creator of Great Fire of London painting 	Children to use collage techniques to recreate their own version of a painting of the Great Fire of London	<p>Year 1 – Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Year 2 – (as above) Use a combination of materials that have been cut, torn and glued;</p> <p>Add texture by mixing materials;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>
	Autumn 2	Drawing	Photograph children's faces/cut in half, children draw the other	Alexander Calder and Andy Warhol	Using wire to recreate line drawing of face	<p>Year 1 – Extend their variety of drawing tools.</p>




			<p>thinking about composition etc. Repeat in black and white this time to add tone and depth. Draw continuous line faces (without taking pencil off)</p>	 		<p>Explore drawing different lines of thickness</p> <p>Observe anatomy (faces / limbs) Year 2 – (as above) Experiment with a variety of tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadow, use of light and dark</p>
Summer 2	Painting	<p>Mixing colour Primary and secondary colours</p> <p>How to make colours, making colour wheels etc</p> <p>Completing observational drawings of animals and experimenting mixing colours to add effect</p>	<p>Henri Rousseau</p> <p>Tiger in the rainforest</p> 	<p>Children paint their own version of a Rousseau painting with an animal of their choice.</p>	<p>Year 1 – Name all the colours</p> <p>Mixing of colours</p> <p>Applying colour with a range of tools Year 2 – (as above) Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p>	




LKS2 Art (Bramley Class)

Bramley	Term	Focus	Sketchbook Work	Artist Study	Final Piece	Skill/Progression
2021-2022	Autumn	Drawing – exploring mediums	<p>The seven natural wonders of the world Initial assessment – drawing of something natural.</p> <p>Aurora Borealis, Victoria Falls, Mount Everest, Paricutin Volcano, Grand Canyon, Great Barrier Reef and Rio de Janeiro</p>		Great Barrier Reef	<ul style="list-style-type: none"> • Experiment with showing line, tone and texture with different hardness of pencils • Use shading to show light and shadow effects • Use different materials to draw e.g. pastels, chalk, felt tips • Show an awareness of space when drawing • Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, landscape, light, dark, tone, shadow, line, pattern, texture, form, shape, outline
	Spring	Drawing – perspective Famous Artist Study – L.S. Lowry	<ul style="list-style-type: none"> • Initial drawing task – To draw a town/city • Replicate a Lowry piece • Take inspiration to draw a local town in the style of Lowry 	Lowry 	Using photographs of the local area draw a local scene with accurate perspective	<ul style="list-style-type: none"> • Experiment with showing line, tone and texture with different hardness of pencils • Show an awareness of space when drawing • use key vocabulary to demonstrate knowledge and understanding of drawing with a focus on perspective • Use inspiration from famous artists to replicate a piece of work; • Reflect upon their work inspired by a famous notable artist and the development of their art skills; • Express an opinion on the work of famous, notable artists and refer to techniques and effect

		Painting	<p>Pop Art</p> <ul style="list-style-type: none"> • Primary and secondary colours • Contrasting colours • Self-portraits (proportions of face) • Tracing 		Andy Warhol	An Andy Warhol style self-portrait painting	<ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns and lines • Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Create different texture and effects with paint • Use key vocabulary to demonstrate knowledge and understanding in this strand • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • Start to look at working in the style of a selected artist
Summer	Painting	<p>Aboriginal art (dot)</p> <ul style="list-style-type: none"> • Observe different types of Aboriginal art • Discuss subject and techniques • Experiment with dot art – cotton buds/end of brush • Sketch Australian animals 			Aboriginal dot art of an Australian animal	<ul style="list-style-type: none"> • Confidently create different effects and textures with paint according to what they need for the task. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. 	
	Textiles (weaving)	<p>Mayan Weaving</p> <p>https://www.artbarblog.com/weaving-kids/</p> <ul style="list-style-type: none"> • Paper weaving 			Mayan inspired mini woven wall hanging	<ul style="list-style-type: none"> • Select appropriate materials, giving reasons • Use a variety of techniques including weaving • Weaves paper, progressing from one to two colours • To use contrasting colours when weaving • 	
	3D work (Masks)	<p>Mayan papier mache masks</p> <ul style="list-style-type: none"> • Compare a range of examples • Plan own mask – sketch and colour • Papier mache around a balloon ensuring key features clear (nose, eyes etc.) 			Papier mache Mayan mask	<ul style="list-style-type: none"> • Shows an awareness of texture, form and shape by recreating an imagine in 3D form • Look at 3D work from different cultures • Make a simple papier mache object. 	

	Each term	Photography	Changes in the season Ian Hufton		A collection of photographs to represent each season	<ul style="list-style-type: none"> • Develop an awareness of scale and perspective • To capture evidence of the seasons • To explore colour in photography • To review and analyse the work of Ian Hufton • To experience the effect of light and magnification
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Bramley	Term	Focus	Sketchbook Work	Artist Study	Final Piece	Skill/Progression
2022 - 2023	Autumn	Printing	<ul style="list-style-type: none"> • Look at a range of examples of Morris' wallpaper and discuss. Compare and analyse examples (themes, colour) • Sketching/ photographing nature • Design / create printing block and create repeating pattern • Explore colour 	William Morris 	William Morris inspired wall paper	<ul style="list-style-type: none"> • Select colours and materials to create effect, giving reasons for their choices • Refine work as they go to ensure precisions • Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage • Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.
	Spring	Collage	<ul style="list-style-type: none"> • Create colour scales • Explore and annotate example of Hockney's work • Draw the outline of a landscape focusing on perspective, size and scale • Explore and experiment with collage 	David Hockney 	A painted landscape	<ul style="list-style-type: none"> • Select colours and materials to create effect, giving reasons for their choices • Refine work as they go to ensure precisions • Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage • Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. •
		Sculpture	<ul style="list-style-type: none"> • Analyse sculptures – what do they represent? Shapes? Materials? • Sketch own sculptures inspired by artist • Use a range of materials to make sculptures – what do they represent (Themes – friendship, family, important) 	Jill Townsley  Eva Rothschild	Spoon and elastic band sculpture Marshmallow and cocktail	<ul style="list-style-type: none"> • Cut, make and combine shapes to create recognisable forms • Use clay and other malleable materials and practise joining techniques. • Add materials to the sculpture to create detail • Use key vocabulary to demonstrate knowledge and

			places)		stick sculpture	<p>understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, 3D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow and light</p> <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the artist Jill Townsley and Eva Rothschild
Summer	Painting	<ul style="list-style-type: none"> Tearing paper into shapes of stones Colour mixing – shades of blue or orange Using sticks and neutral coloured paints, paint stone age animals Using charcoal sketch animals 	 	<p>Stone Age and Iron Age style Cave paintings</p> <p>Stonehenge Silhouette</p>	<ul style="list-style-type: none"> Use varied brush techniques to create shapes, textures, patterns and lines Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary Create different textures and effects with paint Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone 	

UKS2 Art (Discovery Class)

Discovery Class	Term	Curriculum Link	Focus	Sketch Book Work	Artist Study	Final Piece	Skills Progression
2021 / 2022	Autumn 1	Topic – Ancient Civilisations: Egypt and Greece	Sculpture (Egyptian Death Masks)	The children will make some observational drawings of faces which will then lead on to the designing of their own interpretation of an Egyptian death mask.	David Hockney – The children will spend a session looking at his work on portraits and use this to inspire their own work on portraits. The children will also look at different styles of mask, including the Egyptian death masks.	Children to make their own interpretation of an Egyptian death mask from	<ul style="list-style-type: none"> ● plan and design a sculpture; ● use tools and materials to carve, add shape, add texture and pattern; ● develop cutting and joining skills, e.g. using wire, coils, slabs and slips; ● use materials other than clay to create a 3D sculpture; ● use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
	Spring 1	European and Wider World Artists Study Topic – Europe and the Wider World. Music – compose a piece of music inspired by the art/artist. English – The Viewer by Gary Crew and Shaun Tan	Painting (Replicate art work from European artists.)	Colour palette and then looking at different paints through artist studies. Final piece inspired by looking at Shaun Tans work	Kadinsky -Russian Vincent Van Gough - Dutch Georgia O’Keefe - USA Shaun Tan - Australian	Final piece inspired by Shaun Tan artist study.	<ul style="list-style-type: none"> a create a colour palette, demonstrating mixing techniques; b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

	Summer 1	Topic - Romans	Printing (Roman Mosaics)	Replicate art work using collage in paper. Consider print making techniques.	Look at images of Roman Mosaics	Produce final piece inspired by Roman artwork and using print making techniques developed over unit.	<ul style="list-style-type: none"> a design and create printing blocks/tiles; b develop techniques in mono, block and relief printing; c create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph;
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Discovery Class	Term	Curriculum Link	Focus	Sketch Book Work	Artist Study	Final Piece	Skills Progression
2022 / 2023	Autumn 1	Topic- The Americas	Drawing (Portrait)	-Draw the other half of the image from artist -Use sketch pencils and paint to study artists -Use collage and photography to mind map own ideas for final piece.	North America: John Singer Sargent Frida Kahlo - Mexico	Produce a final piece of a portrait that shows inspiration and techniques taken from artist studies.	<ul style="list-style-type: none"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.
	Spring 1	Topic – Early Civilisations: Anglo Saxons and Scots leading to Viking Invasion	Textiles (Tapestry)	Sketches of Bayeux tapestry Photos of developing stitch work. Sketch for own design of tapestry	Bayeux Tapestry Ann Menary Langdale Millennium Tapestry	Section of final whole class tapestry representing Collier Street School	<ul style="list-style-type: none"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
	Summer 1	Topic – The Changing World	Collage	Make first hand observations with	Georges Surat (dots)	Bring together skills to show landscape which	<ul style="list-style-type: none"> a add collage to a painted or printed background;

			Landscapes	<p>pencil and paint.</p> <p>Consider other artists techniques and how these could be used in own work.</p>	<p>Megan Coyle (Collage landscape)</p> <p>https://megancoyle.com/learn/high-school/scapes/landscape-collages/</p>	<p>raises awareness of natural and man-made worlds colliding. Use of techniques developed throughout should be evident.</p>	<p>b create and arrange accurate patterns;</p> <p>c use a range of mixed media;</p> <p>d plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>
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