



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Objectives	<p>Develop small motor skills to use tools competently, safely and confidently Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. (PB) Explores what happens when they mix colours Explore, use and refine a variety of artistic effects to explore 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 (Family portraits and self portraits, Gluing and sticking, collages, junk modelling, Making and creating using media in creative area, Chooses glue sticks, PVA glue, Sellotape, paper of different sizes, changes details and what they are using as they go along. Using the creative area independently.) <b>ARTISTS: Kandinsky (Autumn)</b> <b>Joan Miro (Spring)</b> <b>Hundert Wasser (Summer)</b>  <u>Creating with Materials EL6</u> Safely use and explore a variety of materials, tools and</p>	<p>With pencil, can make different marks. With coloured pencil, keep within the lines of a drawing. With wax crayon, control pressure. (Representation of Andy Goldsworthy artwork and a design of an Andy Goldsworthy sculpture.) Use different types of pen to make different types of line. (Illustrations in the style of Terence Greer) Show ideas/imagination and produce simple designs. (Designs of Andy Goldsworthy sculpture and artwork.) Help prepare and clear away art equipment. Mix paint colours and describe how to make them. Make a model to show a simple idea or using imagination. (Sculpt a silhouette in the style of Barbara Hepworth - Science link)</p>	<p>Compare drawings, paintings and sculptures by well-known artists and designers. (Look and discuss impressionist paintings by Monet, the use of textiles and Rangoli patterns by Ranbir Kaur and the ceramic artwork of Clarice Cliff) Compare own work to well-known artists' and designers. (Compare own work with the work of Monet. Discuss style, colours and brush strokes - children to comment in books.) With pastel/charcoal, control pressure, blend and smudge. (Use charcoal to show a gradual increase in pressure across the page. Demonstrate the use of pressure with charcoal for a picture linked to English text for Autumn term. Use different media, such as cotton wool and fingers to smudge and blend charcoals.)</p>	<p>With coloured pencil, can block colour and control depth. (Use coloured pencils to colour in blocks with different depths in the pop art style of Eduardo Paolozzi) With wax crayon, can use different pressure. (Apply different pressures gradually using wax crayon, showing skill initially on one page of sketch book. Skill to be applied in wax crayon flower artwork in the style of Georgia O'Keefe) Work with a variety of pen types and make a variety of lines. (Create an expressionist painting in the style of Alma Thomas) Use a sketchbook to record observations and ideas. Prepare organise and clear away art equipment. Select the brush size and type depending on the task.</p>	<p>Create images in the style of an artist from history. (Create a watercolour painting in the style of Hokusai) Discuss and describe well-known artists' and architects' work. (Look and discuss Japanese paintings by Hokusai, urban drawings by Jeanette Barnes and the sculptures, installations and public artwork of Antony Gormley) Use different types of lead pencil. (Sketch a diagram of 3D sculpture in the style of Antony Gormley) Use a sketchbook to record observations and ideas. Prepare organise and clear away art equipment. Mix and match paint colours for purposes. (Mix and blend watercolours for Hokusai style paintings) Make a 3D sculpture.</p>	<p>Replicate images by well-known artists. (Replicate a piece of space artwork by Peter Thorpe.) (Replicate a piece of street art by Banksy) Use stylistic features of well-known architects. (Produce a landscape image of a building in the style of Bob Ross and Nicholas Roerich) Explore impact of well-known artists' and architects' work on the society at the time. (Discuss/comment on the stylistic work of Bob Ross and Nicholas Roerich and the effect that it had in the 19<sup>th</sup> century) With coloured pencil, can layer colours. Prepare a drawing surface to create a wax crayon image. (Create an etching surface to be used to create a piece linked to Mayan artwork)</p>	<p>With pencil, can control perception of distance. (Attend workshop on perspective drawing at Walsall Art Gallery.) Use pastel/charcoal with increasing control. (Re-create the picture 'Soldiers at Dawn using charcoal and perspective.) Use pens to record minute detail. (Link to artwork from Edward Burne Jones - creating images of angels linked to class text 'Skellig') Use a sketchbook to show how ideas have improved. Produced labelled diagrams for 3D work. (Produce a diagram to show design of 3D model of a poppy, clearly showing joining method to use)</p>

	<p>techniques experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used</p> <p><b>Fine Motor Skills ELG</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ARTISTS: Andy Goldsworthy (Autumn), Barbara Hepworth (Science Link) (Spring) and Terence Greer (Summer).</b></p>	<p>Begin to recall all the equipment needed for an art session. Hold a brush correctly and use different types and sizes of brush. Use a paint brush to: dab, smooth, wash, sponge, stipple and stroke. Use different brush types to make different marks. <i>(Split page to explicitly show types of brush stroke being used. Brush strokes to be applied to children's own painting in the style of Monet.)</i> <b>ARTISTS: Claude Monet (Autumn), Ranbir Kaur (Spring) and Clarice Cliff (Summer).</b></p>	<p>Mix thicknesses of paint for different purposes. <i>(Experiment with thickness of paint and apply skill to artwork based on Alma Thomas).</i> <b>ARTISTS: Georgia O'Keefe (Science Link) (Autumn), Eduardo Paolozzi (Spring) and Alma Thomas (Summer).</b></p>	<p><i>(Make a 3D sculpture in the style of Antony Gormley)</i> With pastel/charcoal, vary thickness of lines and use side to build up layers. <i>(English Link - Setting description of The Highwayman.)</i> <b>ARTISTS: Hokusai (Autumn), Jeanette Barnes (English Link) (Spring), Anthony Gormley (Summer)</b></p>	<p>Use a sketchbook to show how ideas have improved. Make a clear plan for working area and equipment needed. Create layers of paint to add detail to background colours. <i>(Use layered paint to create a background for children's artwork in the style of Peter Thorpe - Space art)</i> Create different effects with paint. <i>(Develop work on Banksy and Stinkfish by experimenting with different effects and style with paint - spray painting, graffiti paint and exploring different medias in which to paint on - canvas, walls, pavement.)</i> <b>ARTISTS: Peter Thorpe (Science Link) (Autumn), Banksy (Spring) Hannah Hoch (Summer).</b></p>	<p>Create different effects with paint. <i>(Produce painting of poppy, showing detail added with brush, washed paint and layering)</i> Add detail to sculpture. <i>(Use tools to add extra detail to sculptures of human remains from Pompei disaster)</i> Make a 3D sculpture using a range of joining methods. <i>(Design and create a poppy using a joining mechanism)</i> <b>ARTISTS: Paul Cummins (Autumn), and Edward Burne Jones (English Link) (Spring)</b></p>
Vocabulary	Paint, Collage, Create, Join, pattern, colour, prime colours, texture, materials, junk modelling, drawing, pencil, make, artist, cut, stick, light, dark	Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Primary, Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade, Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Fabric, Colour, Pattern, Shape, Texture, Sew,	Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Comparison, Secondary, Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade, Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth,	Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Abstract, Natural, Bold, Delicate, Detailed, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade,	Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality, Imaginary, Impressionist, Abstract, Idealised, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background,	Viewpoint, Distance, Direction, Angle, Perspective, Alter, Modify, Interior, Exterior, Subject, Portrait, Caricature, Expression, Personality, Traditional, Representational,	Action, Balance, Direction, Dynamic, Imbalance, Movement, Poised, Transition, Viewpoint, Weight, Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Inanimate,

		Needle, Model, Cut, Stick, Fold, Bend, Attach and Assemble.	Repeat, Rotate, Fabric, Colour, Pattern, Shape, Texture, Collage, Appliqué, Layers, Combine, Opinion, Thread, Weave, Sculpture, Structure, Assemble, Construct, Model, Fold, Bend, Attach and Statue.	Background, Foreground, Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Tie and dye, Natural, Synthetic, Threading, Stitching, Embroidery, Cross stitch, Running stitch, Viewpoint, Detail, Decoration, Natural Form, Two-dimensional and Three-dimensional.	Horizon, Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Stylised, Abstract, Form, Shape, Texture, Composition, Profile and Perspective.	Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense, Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Relief, Etching, Engraving, Indentation, Pressure, Embellished, Manipulated, Embroidered, Realistic, Proportion, Surface texture, Balance, Scale, Relationship and Transform.	Composition, Arrangement, Complimentary, Tonal, Shading, Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical, Repetition, Manipulation, Smocking, Ruching, Batik, Embellish, Accentuate, Enhance, Detract, Practicality, Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion and Balance.
Enrichment activities	Opportunities for outdoor learning. Whole school arts week. Class visual art diary.	Opportunities for outdoor learning. Whole school arts week. Arts Award Art Club Class visual art diary.	Opportunities for outdoor learning. Whole school arts week. Arts Award Art Club Class visual art diary.	Opportunities for outdoor learning. Whole school arts week. Arts Award Art Club Class visual art diary.	Opportunities for outdoor learning. Whole school arts week. Arts Award Art Club Class visual art diary.	Opportunities for outdoor learning. Whole school arts week. Arts Award Art Club Class visual art diary.	Opportunities for outdoor learning. Whole school arts week. Arts Award Art Club Class visual art diary. Trip to The New Art Gallery, Walsall. Arts Award Art Club Class visual art diary.