

“Every child is an artist” - Pablo Picasso

	Term 1	Term 2	Term 3
EYFS	<u>Autumn</u> Please see EYFS Skills Progression Document <i>All these skills will be covered through continuous provision within EYFS. Since these skills are progressive, they must be planned in this term and monitored to ensure that all children are accessing and acquiring these skills.</i> • Enjoy drawing freely. • I can independently explore different mark making tools. • Start to make marks intentionally. • Explore paint with fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks and sometimes give meaning to the marks they make. • Use their imagination as they consider what they can do with different materials. • Explore colour and colour mixing.	<u>Spring</u> Please see EYFS Skills Progression Document <i>All these skills will be covered through continuous provision within EYFS. Since these skills are progressive, they must be planned in this term and monitored to ensure that all children are accessing and acquiring these skills.</i> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Develop their own ideas and then decide which materials to use to express them.	<u>Summer</u> Please see EYFS Skills Progression Document <i>All these skills will be covered through continuous provision within EYFS. Since these skills are progressive, they must be planned in this term and monitored to ensure that all children are accessing and acquiring these skills.</i> • Draw with increasing complexity and detail such as representing a face with a circle including details. • Show different emotions in their drawings and paintings like happiness, sadness and fear.

KS1 A	<u>Exploring colour through artist studies</u> How can colour be portrayed in different mediums of art? Key learning • Make a collage in primary colours (Piet Mondrian). • Create a colour field painting using colours I have mixed (Mark Rothko). • Create a painting using tints I have mixed (Paul Klee) • Create a drip painting using shades I have mixed (Jason Pollock) • Paint a painting using warm and cool colours (Robert and Sonia Delaunay). • Create a circles painting using colours I have mixed myself (Wallily Kandinsky). Key Vocab: Abstract art Primary colours Secondary colours Tertiary colours Neutral colours Tints Shades Warm colours Cool colours Key People • Piet Mondrian • Mark Rothko • Paul Klee • Jason Pollock • Robert and Sonia Delaunay • Wallily Kandinsky Outdoor Learning What and where Industry Link Artists – different types of art that can be created.	<u>Drawing</u>	<u>Seascapes</u>
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LKS2 A	<u>Tudor Portraits (drawing)</u> How did portraits differ in the Tutor Times and what skills were used to create them? Key learning • Investigate what a portrait is and why an artist may choose to make one. • To understand the proportions of a human face. • To use sketch books to collect and record visual information from different sources (a range of different existing portraits). • Make marks and lines using a range of drawing implements. E.g. charcoal, pencil, pastels, crayons, pens. • Experiment with different grades of pencil and other implements to create lines and marks. • Be inspired to make a portrait of your own.		

	Key Vocab: • Portrait • Light • Dark • Tone • Shadow • Line • Shape • Outline Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link?		
UKS2 A	<u>War and Conflict in Art (textiles, collage, painting and drawing)</u> How are thoughts and feelings expressed from war time art? Key learning • Research art about conflict. Look at symbols of remembrance using a variety of media. • Develop a design for an arpillera based on a story of conflict. • Create templates for fabric from drawings. • Stitch an arpillera using a variety of stitches (running stitch, whip stitch, french knot, blanket stitch). • Explore needle felting and add to their arpillera. • Evaluate and refine their arpillera. • Key Vocab: • Conflict • Remembrance • Symbol • Arpillera • Activist art	<u>Artist Study – Claude Monet</u> How did Monet portray impressionism in different ways? Key learning • To explore what Impressionism is and where it began. • To explore some of Monet’s landscape paintings (using short brush strokes). • To explore Monet’s haystack series of paintings (choosing an appropriate palette). • To explore Monet’s paintings of cities (local study and sketching) • To explore the artwork Monet produced in his later years at his garden in Giverny (mixed media). • To review the life and work of Claude Monet. Key Vocab: • Impressionism • Landscape • Palette • Sketch • Mixed media	

	• Applique • Embroidery • Felting • Wisp • Surface design Key People: • Henry Moore • Shamsia Hassani • Paul Nash • Dame Laura Knight • EL Seed Outdoor Learning What and where Industry Link?	Key People • Claude Monet Outdoor Learning Key learning point 4 – Visit an area of the village where the children can sit and sketch the landscape around them. Industry Link? Art galleries	

Disciplinary Knowledge

By the end of...	I can...
Reception	Expressive Arts and Design: • 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. Fine Motor: • 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.
KS1	By the end of KS1, pupils should be taught: • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
KS2	By the end of KS2, pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history.