

<u>Art &</u> <u>Design</u>	Cycle A		
	Autumn	Spring	Summer
Forest Class	Painting and mixed media: Colour splash	Drawing: Make your mark	Sculpture and 3D: Clay houses
Meadow Class	Drawing: Growing artists	Craft and design: Ancient Egyptian scrolls	Painting and mixed media: Prehistoric painting
Hillside Class	Painting and mixed media: Portraits	Drawing: I need space	Sculpture and 3D: Interactive installation
	Cycle B		
Forest Class	Painting and mixed media: Life in colour	Craft and design: Map it out	Drawing: Tell a story
Meadow Class	Sculpture and 3D: Mega materials	Painting and mixed media: Light and dark	Drawing: Power prints
Hillside Class	Drawing: Make my voice heard	Painting and mixed media: Artist study	Craft and design: Photo opportunity

Art & Design - Cycle A

	Autumn	Spring	Summer
Forest Class	Painting and mixed media: Colour splash <ul style="list-style-type: none"> Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates. 	Drawing: Make your mark <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	Sculpture and 3D: Clay houses <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
	<u>EYFS outcomes (for all units):</u> ELG Expressive Arts: <ul style="list-style-type: none"> 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. Make use of props and materials when role playing characters in narratives and stories. 		

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Meadow Class	Drawing: Growing artists <ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 	Craft and design: Ancient Egyptian scrolls <ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	Painting and mixed media: Prehistoric painting <ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours.

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Hillside Class	<p>Painting and mixed media: Portraits</p> <ul style="list-style-type: none"> Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece. 	<p>Drawing: I need space</p> <ul style="list-style-type: none"> Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work. 	<p>Sculpture and 3D: Interactive installation</p> <ul style="list-style-type: none"> Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.

Art & Design - Cycle B

	Autumn	Spring	Summer
Forest Class	<p>Painting and mixed media: Life in colour</p> <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out. 	<p>Craft and design: Map it out</p> <ul style="list-style-type: none"> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery. 	<p>Drawing: Tell a story</p> <ul style="list-style-type: none"> Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support.

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Meadow Class	Sculpture and 3D: Mega materials <ul style="list-style-type: none"> Try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describe how their work has been influenced by the work of El Anatsui. 	Painting and mixed media: Light and dark <ul style="list-style-type: none"> Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. Paint with care and control to make a still life with recognisable objects. 	Drawing: Power prints <ul style="list-style-type: none"> Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.

Art & Design - Cycle B

Autumn

Spring

Summer

Hillside Class

Drawing: Make my voice heard

- Collect a good range of imagery, adding annotated notes and sketches.
- Make relevant comparisons between different styles of art.
- Use tools effectively to explore a range of effects.
- Respond to the meaning of a spirit animal through drawing.
- Generate symbols that reflect their likes and dislikes with little support.
- Create a tile that is full of pattern, symbols and colours that represents themselves.
- Discuss ideas to create light and dark through drawing techniques.
- Explain the term chiaroscuro.
- Apply chiaroscuro to create light and form through a tonal drawing.
- Understand the impact of using techniques for effect.
- Participate in a discussion that examines the similarities and differences between different styles of art.
- Form their own opinions about what art is, justifying their ideas.
- Identify a cause and decide what message they want to convey.
- Understand artist's choices to convey a message.
- Review sketchbook and creative work to develop a drawn image.
- Review and revisit ideas to develop their work.

Painting and mixed media: Artist study

- Understand a narrative and use descriptive language to tell a story.
- Suggest ideas for the meaning behind a picture.
- Identify different features within a painting and use the formal elements to describe it.
- Be creative and imaginative in finding their own meaning in a painting.
- Use their own art or personal experiences to justify their ideas.
- Read a picture well and see beyond the first glance, analysing and evaluating it successfully.
- Reflect on personal experiences to convey through their own piece of abstract art.
- Contribute to discussions to either the class, group or talk partner.
- Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.
- Select an appropriate artist.
- Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.
- Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.
- Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.
- Experiment and revisit ideas, drawing on creative experiences.
- Work in a sustained way to complete a piece, making evaluations at each stage.

Craft and design: Photo opportunity

- Explain how a new image can be created using a combination of other images.
- Understand what photomontage is and recognise how artists use photography.
- Select relevant images and cut them with confidence and a level of control.
- Demonstrate a competent knowledge of effective composition, discussing their ideas.
- Use recording devices and available software with confidence.
- Demonstrate a confident understanding of Edward Weston's style through their artistic choices.
- Discuss the features of a design, e.g. explaining what is effective about a composition.
- Select a suitable range of props, considering the design brief and their initial ideas.
- Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
- Use editing software to change their image, reflecting an artist's style.
- Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
- Set up a composition and think about a space that will provide good lighting levels.
- Take a portrait that is focused and appropriately framed.
- Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
- Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
- Create a final painting or drawing with tonal differences that create a photo-realistic effect.