|  | **EYFS** | **KS1** | | **KS2** | | | |
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|  | **Three and Four-Year-Olds**  **Reception Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1**  **Topic: Drawing**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** |  | **Paul Klee**  **Various Skills**  **Coloured Pencils, Crayons**  **All About Me** | **Shading**  **Single Point Perspective**  **Pastels and Oil Pastels**  **Local Landscape** | **Shading**  **Facial Features**  **Graphite Pencils**  **Self Portraits** | **Shading & Texture**  **People and Figures**  **Charcoal**  **Self-Figure Drawing** | **Shading Light and Dark**  **Still Life Objects**  **Graphite Pencils**  **Ancient Artefacts** | **Stephen Wiltshire Single Point Perspective**  **Fine Liner Pens**  **English Town** |
|  | The children will be developing various skills this term as an introduction to Art and Design, following on from EYFS. The children will be supported closely to take inspiration from their own lives and their life at school to create artwork personal to them. Artist Paul Klee’s various skills will be discussed and developed as a foundation for their artwork. | The children will be continuing to look at lines and begin to look at various shading techniques. They will be introduced to perspective and consider the importance of having backgrounds and foregrounds in artwork. The children will be experimenting with pastels and oil pastels to create pieces inspired by local landscapes. | The children will spend this term refining their shading skills. They will unpick the features of a face and practice sketching each feature with a variety of graphite pencils to test and explore the impression of each. At the end of this unit, the children will draw a self-portrait using their shading skills before self-evaluating their artwork. | The children will spend this term developing their understanding of textures. They will look at the structure and proportion of human bodies. Once they have successfully drawn the outline of a figures, they will move on explore a variety graphite pencils to show tone, before investigation the use of charcoal to show depth and shadow. | The children will spend this term building an understanding of light and dark and how this can be shown through shading. They will look at objects from different angles and perspectives while showing increasing confidence using graphite pencils. They will make links to their history topic by creating still life drawing of ancient artefacts. | The children will continue to develop their understanding of perspective by looking at the work of Stephen Wiltshire, who studies towns and cities. They will have the opportunity to work with fine liner pens to add detail and depth to their work by adding texture and shading through mark making. Children will peer and self-evaluate their artwork. |
| **Autumn 2**  **Topic: Colour**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** |  | **Pablo Picasso**  **Primary and Secondary Colours**  **Coloured Pencils**  **Warm and Cool** | **David Hockney**  **Secondary Colour Mixing**  **Paint**  **Harbours, Ports and Villages** | **Claude Monet**  **Shades & Tones**  **Acrylic Paint**  **Local Land** | **Salvidor Dali**  **Tertiary Colour Mixing**  **Paint**  **Dreams and Nightmares** | **Vincent Van Gogh**  **Complimentary Colours**  **Acrylic Paint**  **Day/Night-time Landscapes** | **LS Lowry**  **Subtle Colour Mixing**  **Watercolour Paints, Fine Liner Pens**  **Reading Town Centre** |
|  | Over the term the children will be studying artist, Picasso, and developing techniques similar to his to create their own artwork. The children will be looking at primary and secondary colours through coloured pencils. They will then begin to identify warm and cool colours and consider the moods these groups of colours can represent. | Over the term the children will be studying artist, Hockney, and developing an understanding of the colours he chooses to use in his artwork. The children will be able to confidently mix primary colours to create secondary colours and be able to apply these colours to create an inspired landscape linked to their topic work. | Over the term the children will be studying artist, Monet, and developing an understanding of the techniques Monet uses for his painting. Children will explore colour mixing and creating different shades and tones before applying it to their own artwork of a local landscape. They will have the opportunity to analyse and evaluate their work. | Over the term the children will be studying artist, Dali, and developing an understanding of the inspirations behind his artwork. Children will explore tertiary colour mixing and be able to mix with confidence and be able to use the colours on the final inspired pieces. They will have the opportunity to analyse and evaluate their work. | Over the term the children will be studying artist, Van Gogh, and developing an understanding of the painting techniques that he uses. They will explore complimentary colours and consider how colours can stand out against each other. The children will then take inspiration from day and night to create scenes in the style of Van Gogh. | Over the term the children will be studying artist, Lowry, and developing an understanding of perspective drawings. As well as this they will begin to learn about subtle colour mixing and how to create skins tones. They will be working with watercolour paints and fine liner pens to create piece showcasing streets in Reading. |
| **Spring 1**  **Topic: Mixed Media**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** |  | **Intro to Collage**  **Cutting and Sticking**  **Paint, Paper Cuttings**  **Transport and Vehicles** | **Victoria Carter**  **Building Texture**  **Tissue Paper and Paint**  **Animals** | **Phil Frost**  **Layering**  **Tissue Paper and Paint Masks** | **Megan Coyle**  **Layering Papers**  **Magazine Cuttings**  **Endangered Animals** | **Miriam Shulman**  **Layering, Paint Opacity**  **Newspaper, Paint**  **Flowers** | **Carol Nelson**  **Layering Materials**  **Paint, Textured Materials**  **Trees and Forests** |
|  | This term the children will be introduced to the term collage and begin to unpick some of the key vocabulary around this topic. They will explore and investigate famous collages by sharing their thoughts and opinions. They will move onto painting a background and exploring a range of transport modes as their inspiration for a collage. | This term the children will be exploring the work of Victoria Carter. While taking inspiration from animals, the children will build textured collages by layering materials beneath tissue paper before adhering it to their composition with PVA glue. Children will look at similar tones and colours etc. | This term the children will be looking at artist, Phill Frost. They will be creating a collage with multiple layers over a period time to create a final composition which will be inspired by different types of masks. The children will be creating a collage layer, before painting their mask. Finally, they will add highlights to their artwork. | This term the children will be working on adding an animal collage with various shades of the same colour onto a magazine cut-out background. The children will have the opportunity to explore different types of animals and study their natural habitats to develop their final collage pieces. | This term the children will be looking at the work of Miriam Shulman. The children will be working in various layers to create their final pieces. They will begin by collaging a newspaper background before adding a wash of paint. They will investigate paint opacity before doing this. Finally, they will paint flowers onto the background. | This term the children will be creating collages inspired by forests and trees. Following the techniques of artist, Carol Nelson, the children will use different materials such as, carboard, bubble wrap, cotton wool etc, to add texture to their piece before painting over the materials to show depth and detail. |
| **Spring 2**  **Topic: Pattern**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** |  | **David Hockney**  **Regular and Irregular Shape Patterns**  **Pens and Coloured Pencils**  **Nature** | **Antoni Gaudi**  **Mosaic Patterns**  **Coloured Card, Tissue Paper**  **The Monarchy** | **Bisa Butler**  **Vibrant Block Patterns**  **Oil Pastels**  **Self-Illustrations** | **MC Escher**  **Tessellating Patterns**  **Coloured Pencils, Crayons**  **Landscapes** | **F Hundertwasser**  **Abstract Patterns**  **Various Coloured Mediums**  **Journeys** | **Julia Trembiki**  **Random Pattern**  **Paint, Marker Pens**  **Me, Myself and I** |
|  | This term the children will be looking at regular and irregular patterns that can be found in nature. They will be using a range of pens and coloured pencils to explore and create patterns that are appealing to look at. Using the techniques Hockney uses and taking inspiration from nature, the children will create artwork with pattern within in. | This term the children will be looking at mosaics and studying the work of Gaudi. They will experiment with different materials and sizes for their mosaic pieces before putting it together to for a complete mosaic that has been inspired by the monarchy. The children will analyse and evaluate their work. | This term the children will be looking at vibrant patterns with complementary colour choices. They will develop skills to be able to use oil pastels successfully to create a self-illustration in the style of Bisa Butler. The children will have the opportunity to analyse and evaluate their work. | This term the children will be looking at tessellating patterns and the work of Escher. They will experiment with different block patterns and ensuring they fit together to create tessellations. The children will use coloured pencils and crayons to design a landscape filled with various tessellating patterns. | This term the children will be looking at abstract patterns and the work of Hundertwasser. They will be exploring different ways to form abstract patterns and taking inspiration for the world around them before creating a piece inspired by Hundertwasser of a journey, for example and journey of a boat on sea. | This term the children will be looking at random pattern and doodles. They will be creating very personalised pieces of artwork that reflects themselves and their personalities. They will take inspiration from the work of Julia Trembiki while using paints and marker pens to create their artwork. The children will share their artwork with their peers. |
| **Summer 1**  **Topic: Printing**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** |  | **Katsushika Hokusai**  **Object Printing**  **Paint**  **Extreme Weather** | **Steve Edwards**  **Reduction Printing**  **Acetate, Printing Ink**  **London Monuments** | **William Morris**  **Relief Printing**  **Polystyrene, Printing Ink**  **Plants** | **Georgina Brown**  **Mono Printing**  **Printing Ink, Ballpoint Pen, Acetate**  **Layers of the Ocean** | **Georgina Brown**  **Layered Mono Printing**  **Printing Ink, Ball Point Pens, Acetate**  **Earth and Space** | **Bianca McCarthy**  **Collage with Relief Printing**  **Polystyrene, Printing Ink**  **Faces** |
|  | The children will be learning to print with different objects and materials that they can find. Using paint, they will be creating a print inspired by the weather in the style of Hokusai. The children will have the opportunity to collect and gather different materials they would like to use for their artwork. With support and guidance, the children will begin to evaluate their work and be encouraged to reflect on the work of their peers. | The children will be looking at artist Steve Edwards. They will begin to explore types of reduction printing and will develop the skills needed to create a print where they remove printing ink with various materials before placing the paper over the print. The children will explore different monuments in London as part of their topic and take inspiration from them for their final prints. | The children will be looking at artist William Morris. They will begin to explore types of relief printing and develop the skills needed to create a print where they have had the opportunity to etch a design into printing foam. They will look at using appropriate paint colours for their print and will take inspiration from plants around the school, linked to their science topic. | The children will be looking at artist Georgina Brown. They will begin to explore mono printing and develop the skills needs to create a print which involves pressure printing. The children will need to consider the thickness of their printing ink and the results of too much or too little ink. They will take inspiration from their topic and look at ocean life. | The children will continue to look at Georgina Brown and consider what it needed to create a two-toned or layered mono print. They will use their knowledge of pressure printing and makes two prints on the same piece. The children will be using different coloured inks each time to show the layers. They will have the opportunity to evaluate their work. | The children will be looking at artist, Bianca McCarthy. They use their knowledge of relief printing to create a stamp or block to use for a repeated pattern print. They will then collage a face on top of their printed background in the style of McCarthy. The children will have the opportunity to evaluate their work and reflect on the work of their peers. |
| **Summer 2**  **Topic: Sculpture**  **Artist Link**  **Key Skills**  **Tools & Materials**  **Inspiration** |  | **Intro to Sculpture**  **Papier Mache**  **Newspaper, PVA Glue**  **Carnival Masks** | **Louise Goodman**  **Coil Clay Pots**  **Clay, Clay Tools**  **Flowerpots** | **Upcycled Art Creators**  **Construction**  **Recycled Materials**  **Rainforest Animals** | **Hans Arp**  **Clay Figures**  **Clay, Clay Tools**  **Movement** | **Susanne Mack**  **Wire Sculptures**  **Wire, Tissue Paper**  **Flowers** | **Courtney Mattison**  **Clay Tiles**  **Clay, Clay Tools, Sponges, Shells**  **The Great Barrier Reef** |
|  | This term the children will be looking at various different types of sculpture before focussing on papier mache sculptures. The children will learn about the different materials needed to papier mache successfully and will go on to create carnival masks, linked to their topic. The children will embellish their masks with colour and design. | This term the children will be looking at the work of Louise Goodman. They will learn the techniques needed to create coil pots successfully. Children will be able to explore texture by only smoothing the inside coils on their pots. They will paint and embellish their pots and be able to use them. | This term the children will be looking at various upcycled projects made by different artists. They will be using construction techniques to build rainforest animals using recycled materials. The children will need to consider the visual and structural aspect of their artwork. | This term the children will be looking at artist Hans Arp. They will be focussing on the structure of the clay as well as the movement that can be portrayed through the structure. Children will have the opportunity to pose and create a model to work from. They will paint their structure with neutral colours in the style of Arp. | This term the children will be looking at artist Susanne Mack. They will be experimenting with different wire thicknesses to create floral structures. They will then use tissue paper and PVA glue to add colour to their wire sculptures. The children will have the opportunity to use appropriate tools for this making technique. | This term the children will be looking at artist Courtney Mattison. They will be using appropriate clay tools to produce a clay tile with a snippet of the great barrier reef. The children will take time to investigate the habitat and identify which animals and plants reside in the area. |