

| | AUTUMN | SPRING | SUMMER |
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| EYFS 1 | EXPRESSIVE ART AND DESIGN - Creating with materials. Being imaginative and expressive | | |
| | Children in our Pre School develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques , but by looking at artists, such as Kadinsky, Picasso, Pollock and Matisse for inspiration. During Term One 'My Fantastic Family', children will use the work of Picasso to inspire their own self-portraits, as well as to explore emotions in the 'What makes me happy' theme. They experiment by learning how to mix and use colour to express emotions . They will begin to explore different materials and learn how to add details to their drawings. Throughout Forest School sessions, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in their own style. | | |
| EYFS 2 | EXPRESSIVE ART AND DESIGN - Creating with materials. Being imaginative and expressive. | | |
| | Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques . They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, during the children's settling in sessions in the term before starting school, collaboratively they create a large process art canvas. The children are encouraged to print, paint, collage, draw and transfer together, exploring many different art techniques and mediums also begin to explore the techniques used by Jackson Pollack. In Term 1 as part of their 'Who am I?' topic children learn look at their faces and create a self-portrait. They are also encouraged to paint in the style of great artists such as Kandinsky when they paint using 2d shape as the stimulus. In Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint Planets and Space scenes. In term 3, pastels are explored when creating art in the style of Yves Klein. In term 6 whilst looking at the sea the children are introduced to the style of painting from Hokusai and Renoir and their wave scenes. Continually in the Foundation learning environment there are natural objects that the children are encouraged to closely observe and represent in a medium of their choice. Throughout Forest School sessions, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy. | | |
| YEAR 1 | FORMAL ELEMENTS OF ART | SCULPTURES AND COLLAGES | LANDSCAPES USING DIFFERENT MEDIA |
| | Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water. | On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois. | Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside'. |
| YEAR 2 | FORMAL ELEMENTS OF ART | ART AND DESIGN SKILLS | HUMAN FORM |
| | Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional. | Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes. | Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure. |

| YEAR 3 | PREHISTORIC ART | FORMAL ELEMENTS OF ART | ART AND DESIGN SKILLS |
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| | Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created | Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark. | Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, and creating versions of a cartoon drawn by a famous illustrator |
| YEAR 4 | FORMAL ELEMENTS OF ART | ART AND DESIGN SKILLS | CRAFT AND DESIGN |
| | Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern | Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'. | Developing craft and design skills taking inspiration from Ancient Egypt art and pattern and paper making. |
| YEAR 5 | FORMAL ELEMENTS: ARCHITECTURE | ART AND DESIGN SKILLS | DESIGN FOR A PURPOSE |
| | Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them. | In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist. | Children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior and product to fit a given name, children learn to draw inspiration from different sources . |
| YEAR 6 | MAKE MY VOICE HEARD | ART AND DESIGN SKILLS | STILL LIFE |
| | Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer | In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper. | Pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects. |