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|  |  | Term 1 | Term 2 | Term 3 |
| Nursery | Artist | Steven Brown (Colour) | Lori Siebert (Farm) | Claude Monet (Seaside) |
| Medium | Painting | Collage | Drawing/Painting |
| Reception | Artist | Suhas Varpe ‘Bonfires’ | Paul Cezanne ‘Fruit Bowl’ | Henri Matisse ‘The Snail’ |
| Medium | Handprints and collage | Paint | Collage |
| Year One | Artist | Peter Blake (Toys) | Henri Rosseau | Jan Griffier (Fire of London) |
| Medium | Collage | Drawing | Painting |
| Year Two | Artist | Martin Bulinya (Africa) | Clarice Cliff (Local Area) | William Turner (Christopher Columbus) |
| Medium | Painting (Watercolour) | 3D Sculpture | Painting (Acrylic) |
| Year Three | Artist | Nick Gustafson (Brazil) | Ruth Heller (Egyptians) | Stone Age paintings (Stone-age) |
| Medium | Oil Pastel | Drawing | Printing (Monoprint) |
| Year Four | Artist | Roman Mosaics/ Gaudi (Romans) | Oenone Hammersley (Rainforests) | Andy Warhol (U.S.A.) |
| Medium | Mosaic | Collage | Printing (Press print) |
| Year Five | Artist | Chesley Bonestell (Space) | Edward Munch (Vikings) | Gutzon Borglum (Mountains and Environments) |
| Medium | Painting (acrylic) | Oil Pastel | 3D Sculpture |
| Year Six | Artist | William Morris (Victorians) | L.S. Lowry (Battle of Britain) | Henry Moore (Battle of Britain) |
| Medium | Printing | Drawing | Painting (acrylic) |

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| **Nursery** |
| **Skills****NB: all objectives are covered throughout CP activities in addition to the focused art units each term.** | **Painting** | **Collage** | **Drawing/Painting** |
| -Beginning to explore colour and mixing-Create simple representations of objects (animals) -Develop own ideas and decide which materials to use to express them.  | -Create simple representations of objects (animals)- Draw with increasing complexity and detail, such as representing a face with a circle and including details.-Explore different materials freely to develop their ideas about how to us e them and what to make. Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. | -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Create simple representations of people / objects- Draw with increasing complexity and detail, such as representing a face with a circle and including details.- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.- Use drawing to represent ideas like movement or loud noises. |
| **Knowledge** | -Knows that tools can be used for a purpose-Knows that artists create artwork | -Knows that artists create artwork-Beginning to recognise that art can be expressed in a variety of ways | -Knows tools can be used for a purpose-Knows that artists create artwork-Beginning to recognise that art can be expressed in a variety of ways |
| **Vocabulary** | Can explain what they have drawn | -Can describe the texture of things: *e,g, rough, smooth, soft, hard, sticky* | Brush, paint, colour |

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| **Reception** |
| **Skills****NB: all objectives are covered throughout CP activities in addition to the focused art units each term.** | **Hand/finger prints and collage** | **Paint** | **Collage** |
| 1. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
2. - Develop small motor skills so that they use a range of tools competently, safely and confidently (finger painting, glue stick)

- Create, collaboratively sharing ideas (what colour for the flames?), resources and skills.- Return to and build on their previous learning, refining ideas and developing their ability to represent them | 1. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.(paintbrush strokes for fruit I fruit bowl)
2. - Develop small motor skills so that they use a range of tools competently, safely and confidently (correct hold of paintbrush)

- Create, collaboratively sharing ideas, resources and skills - Return to and build on their previous learning, refining ideas and developing their ability to represent them | - Explore, use and refine a variety of artistic effects to express their ideas and feelings.1. - Develop small motor skills so that they use a range of tools competently, safely and confidently (glue and scissors)

- Create, collaboratively sharing ideas, resources and skills (what pattern is on the snail shell?)- Return to and build on their previous learning, refining ideas and developing their ability to represent them |
| **Knowledge** | Children have an awareness that artwork can be based on a range of topics/themes/ styles. | Children have an awareness that artwork can be based on a range of topics/themes/ styles. | Children have an awareness that artwork can be based on a range of topics/themes/ styles. |
| **Vocabulary** | Knows a range of colours by namePrint, paint, press, mix | Knows a range of colours by nameColour, paint, brush, mix | Knows a range of colours by name. Cut, stick, rip, colour |
| **Year One** |
|  | **Collage** | **Drawing** | **Painting** |
| **Analysis of other work** | Describe the work of famous, notable artists and designersExpress an opinion on the work of famous, notable artistsUse inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designersExpress an opinion on the work of famous, notable artistsUse inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designersExpress an opinion on the work of famous, notable artistsUse inspiration from famous, notable artists to create their own work and compare |
| **Skills** | Use a combination of materials that have been cut, torn and gluedSort and arrange materialsChildren beginning to gain increased control when cutting and sticking Try different materials and methods in order to create a desired effectChildren imitating art work studied | Draw lines of varying thicknessUse dots and lines to demonstrate pattern and textureGaining greater control of lineIs able to hold drawing apparatus accuratelyChildren imitate art work studied | Experiment with different brushesExperiment with different brush strokesMix primary colours to make secondary coloursCan choose primary colours to replicate those seen in other workChildren imitate art work studied |
| **Knowledge** | Knows that collage is a piece of art produced by sticking various materials onto a backing *(or wording of similar meaning)*Knows that Peter Blake is an artistKnows that Peter Blake’s style is similar to collage | Understands how Henri Rosseau fits in to their topicCan describe how Henri Rosseau’s work is different from previous artists work when shown images.  | Children know the primary colours |
| **Vocabulary** | Collage, shapes, gaps, cut, place. | Line, drawing, landscape, bold, size, space. | Red, blue, yellow, white, black, dark, light |
| **Year Two** |
|  | Watercolour | 3D Sculpture | Painting |
| **Analysis of other work** | Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designersExpress an opinion on the work of famous, notable artistsUse inspiration from famous, notable artists to create their own work and compare | Describe the work of famous, notable artists and designers Express an opinion on the work of famous, notable artists Use inspiration from famous, notable artists to create their own work and compare |
| **Skills** | Mix primary colours to make secondary colours Adds water to the brush in order to use watercolours Uses tissue to dry off access water Children imitate art work studied | use a variety of natural and manufactured materials for sculpting, e.g. clayuse a variety of techniques, e.g. rolling, cutting, pinchinguse a variety of shapes, including lines and textureChildren imitate art work studied | Chooses appropriate sized brushes to complete details Children use sponge to create artistic effects Mix primary colours to make secondary colours Add white and black to alter tints and shades; Children imitate art work studied |
| **Knowledge** | Knows that paint can come in different forms for different purposes (for example poster, acrylic, oil, watercolour etc.) Children know the primary colours and can name some secondary colours Know how Martin Bulinya’s work relates to the topic of Africa Knows that red, orange and yellow are warm colours Knows that Bulinya’s work used lots of warm colours.  | Knows that sculpture is the creation of models particularly by carving or moulding materials;Understands what materials would be appropriate to carve with;Understands how Clarice Cliff is relevant to the ‘Local area’ topic. Understands that Stoke-on-Trent had a significant pottery industry, which gave opportunity to artists such as Clarice Cliff; | Knows that paint can come in different forms for different purposes (for example poster, acrylic, oil, watercolour etc.) Children know the primary colours and can name the secondary colours too. Children know how Joeseph Turner’s work is relative to the topic of Christopher Columbus Understands some of the colours that are coldCan describe work as being warm or cold |
| **Vocabulary** | primary colours, secondary colours, shades, warm colours, cool colours, watercolour | sculpture, model, work of art, 3D, carving, shapes | Acrylic paint, primary colours, secondary colours, shades, warm colours, cool colours, brushstroke |
| **Year Three** |
|  | Oil Pastel | Drawing | Printing (Monoprint) |
| **Analysis of other work** | Use inspiration from famous artists to replicate a piece of work;Reflect upon their work inspired by a famous notable artist and the development of their art skills;Express an opinion on the work of famous, notable artists and refer to techniques and effect; | Use inspiration from famous artists to replicate a piece of work;Reflect upon their work inspired by a famous notable artist and the development of their art skills;Express an opinion on the work of famous, notable artists and refer to techniques and effect; | Use inspiration from famous artists to replicate a piece of workReflect upon their work inspired by a famous notable artist and the development of their art skillsExpress an opinion on the work of famous, notable artists and refer to techniques and effect |
| **Skills** | Children choose appropriately bright colours for the inspired effectChildren create initial sketches as preparation for using oil pastel onChildren hold oil pastel as different angles to get thicker blends or sharper edgesChildren can alternate intensity of their press in order to give a softer or bolder effectChildren imitate art work studied | experiment with showing line with different hardness of pencilsuse shading to show light and shadow effectsexperiments with different materials to draw, e.g. pastels, chalk, felt tipsshow an awareness of space when drawingChildren imitate art work studied | Experiments with the same print in different coloursreplicate patterns from observationsDraw over outlines of images with accuracyOnly presses on desired areasKeeps images still on the surface using paper clips or other appropriate methodsChildren imitate art work studied |
| **Knowledge** | Children know how Nick Gustafson links with their topicIs increasingly aware of cool and warm coloursKnows how to hold oil pastels and can identify them as being different to crayonsChildren can recognise similar colours which may be used in blending.  | Children know how Ruth Heller links with their topic Knows that Ruth Heller often represents creatures, puzzles, animals and plants in her workKnows that Ruth Heller is well known for the use of bright colours in her workCan name a number of different instruments that can be used to draw with e.g. pencil, felt tip, crayon, oil pastel. | Children can draw on similarities between stone-age paintings and monoprints (often very basic, have bold outlines, neither use a range of colour etc.)Understands how prints are producedKnows that marks will only be made where pressure is appliedKnows that excess paint will hinder the printUnderstands how to keep an image still on a surface as pressure is applied |
| **Vocabulary** | Light, dark, shade, blend, press, outline, tone | Colour, foreground, background, blend, mix, line, shade, pencil, felt-tip, pen, crayon | line, pattern, colour, shape, monoprint, printing tiles, inking rollers |
| **Year Four** |
|  | **Mosaic** | **Collage** | **Press Print** |
| **Analysis of other art work** | use inspiration from famous artists to replicate a piece of workreflect upon their work inspired by a famous notable artist and the development of their art skillsexpress an opinion on the work of famous artists | use inspiration from famous artists to replicate a piece of workreflect upon their work inspired by a famous notable artist and the development of their art skillsexpress an opinion on the work of famous artists | use inspiration from famous artists to replicate a piece of workreflect upon their work inspired by a famous notable artist and the development of their art skillsexpress an opinion on the work of famous artists |
| **Skills** | select colours and materials to create effect, giving reasons for their choicesto arrange material of choice in appropriate way to produce a final image or patternorganise materials in a considered way e.g. curved, linear, spiraledrefine work as they go to ensure precisionlearn and practise a variety of techniques, e.g. tessellation, mosaic, placing, rotatingChildren’s work is inspired by artist but does not replicate the work | select colours and materials to create effect, giving reasons for their choicespieces are placed on work precisely with size and colour both considered paper is stuck down with accuracy within a desired boarderflaps are stuck down on work so that final piece has a smooth finishrefine work as they go to ensure precisionlearn and practise a variety of techniques, e.g. overlapping, tessellation, montagePlan and design a collageChildren’s work is inspired by artist but does not replicate the work | design and create printing blocks/tilesdevelop techniques in press printingcreate and arrange accurate patternsApplies paint evenly, without excess, to a printing blockUses Styrofoam or polystyrene to create a printRefines a print using other materials e.g. pencil crayon, felt-tip pen, fine-liner etc. Children’s work is inspired by artist but does not replicate the work |
| **Knowledge** | To describe similarities and differences between Roman mosaics and those produced by GaudiChildren know that mosaic means a picture formed by piecing together small pieces of stone, tile or glassUnderstands the significance of mosaics in Roman artTo know what some mosaics have depictedTo know that mosaic is an art form brought to Britain by the Romans | Understands how the work of Oenone Hemmersley links with their topicHas been introduced to the colour wheel, and is beginning to gain an understanding of the relationship between some coloursCan make comparisons between mosaic and collage, talking about similarities and differences of both | Understands how the work of Andy Warhol links with their topicKnows that Andy Warhol was a leading figure in the visual art movement known as Pop Art.Understands that the carved area of a printing block will remain without paint on the printUnderstands that paint applied to the raised area on a block will appear on the print |
| **Vocabulary** | texture, shape, pattern, mosaic, tile | Collage, place, pattern, shape, arrange, fix,  | Pattern, shape, tile, colour, arrange, raised, etch/ engrave |
| **Year Five** |
|  | **Acrylic Painting** | **Oil Pastel** | **3D Sculpture** |
| **Analysis of other art work** | give detailed observations about notable artists’, artisans’ and designers’ workoffer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ workoffer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ workoffer facts about notable artists’, artisans’ and designers’ lives |
| **Skills** | create a colour palette, demonstrating mixing techniqueschildren work from background to foreground and **not** vice versa on a rough sketch.children’s knowledge of the colour wheel is increasing, so too is their understanding of similar colourschildren consider where a light source within an art-piece is positioned, so as to get the highlights and shadows accuratestrokes are consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, verticalChildren are increasingly using more precise implements for the task (e.g. smaller brushes, more refined tips) | children have a good enough understanding of the colour wheel to know which colours are similarchildren use their knowledge of the above in order to blend two colourschildren use white pastel as an overlay to aid blending and shadingcolouring is accurate and does not go over the desired border that is being coloureddirection of colouring is consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, verticalbackground is completed first and built upon into the foreground | cut, make and combine shapes to create recognisable formsuse clay and other malleable materials and practise joining techniquesadd materials to the sculpture to create detailplan and design a sculptureuse tools and materials to carve, add shape, add texture and patterndevelop cutting and joining skillsrefines work as they go to ensure precision |
| **Knowledge** | understands how Chesley Bonestell links with their topicChesley Bonestell is often known for the slogan ‘a brush with the future’ as he correctly predicted what the planets looked like without the use of complex satilites. can identify similarities and themes within the work of Chesley Bonestellunderstands that Bonestell’s work captured the imaginations of the public as no one had been to space at the time. Children’s work is inspired by artist but does not replicate the work | understands how Edward Munch links with their topiccan identify and name ‘The Scream’ piece of artwork for which Munch is most knowncan identify similarities and themes within Munch’s workcan describe Munch’s work with focus on the emotions portrayed in itrecognises some life experiences which caused Munch’s original art style, e.g. the passing of his mother, the poor mental state of his fatherChildren’s work is inspired by artist but does not replicate the work | understands how Gutzen Borglum links with their topicunderstands Borglum is known mostly for his work on Mount Rushmore in Americacan describe the work of Gutzen Borglumunderstands that sculptures can be made from a range of materialsis able to name some materials from which a sculpture may be madeunderstands that a sculptor creates sculpturesChildren’s work is inspired by artist but does not replicate the work |
| **Vocabulary** | Background, foreground, highlights, shadows, similar (or analogous) colours, acrylic | Background, foreground, blend, block, stroke, shade, pastel, similar (or analogous) colour, The Scream | form, texture, shape, mark, soft, join, sculptor, form, material, Mount Rushmore |
| **Year Six** |
|  | **Printing (Choice of print up to pupil)** | **Drawing (optional medium for colouring)** | **Optional (choice of medium up to pupil)** |
| **Analysis of other art work** | give detailed observations about notable artists’, artisans’ and designers’ workoffer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ workoffer facts about notable artists’, artisans’ and designers’ lives | give detailed observations about notable artists’, artisans’ and designers’ workoffer facts about notable artists’, artisans’ and designers’ lives |
| **Skills** | design and create printing blocks/tiles;develop techniques in mono, and pressprintcreate and arrange accurate patternsUse a sharp implement to carve out a desired pattern with improved accuracyApplies paint evenly, without excess, to a printing blockBuilds on top of a print to add depth, colour, tone and detail Children choose an appropriate printing style to create their own pieceChildren’s designs are inspired by Morris but unique.  | use a variety of techniques to add effectsdepict movement and perspective in drawingsuse a variety of tools and select the most appropriateWhen using pencil, children decide what tone is most appropriate for the effect intendedChildren use a piece of paper to avoid getting finger prints or smudges over their workChildren use geometric shapes to represent buildingsColours are simple and clearly inspired by Lowry’s colour palette. Art style is inspired by Lowry, but does not replicate his work. Final pieces depict personal experience.  | Children create a colour palette, using colours other than white and black to adjust shades (if painting)Children can blend colours (if using pastel, crayon, pencil)Children work from background to foreground and **not** vice versa over a rough sketch.Strokes/ direction of colour are consistent with the shape of the object being coloured e.g. swirled, spiral, straight, horizontal, verticalchildren are using more precise implements for the task (e.g. smaller brushes, more refined tips, sharper pencils/ pastels) |
| **Knowledge** | Children understand how Morris links in with their topicKnows that Morris was a textile designerRecognises that Morris’ work was so significant in the Victorian era that he was commissioned by the rich to produce designs for themUnderstands that a motif is a decorative image or design, especially a repeated one forming a pattern | children know why Lowry links with their topicchildren know the era of Lowrychildren understand the colour wheel and can name analogous (similar) and opposite coloursChildren recognise geometric shapes within Lowry’s work | children understand how Henry Moore links to their topicchildren recognise that Henry Moore was also a sculptor and is most notably known for his work in sculptingunderstands what gave Henry Moore inspiration for his workcan identify Moore’s paintings amongst other artist’s paintingsKnows how to create a dull, depressive emotion within work and what colours work best for this |
| **Vocabulary** | Motif, print, press, monoprint, pressprint, design, floral, pattern, etch/ engrave/ raised | Motion, industrial, opposite colours, similar (or analogous) colours, matchstick men, shape, hard, light, portrait, tone | Sculptor, designer, dark, dull, tone |