
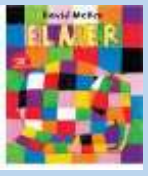


TEACHING SEQUENCE



ART

	Autumn	Spring	Summer	Curriculum Enhancements
Nursery	<p><u>Expressive Arts and Design</u></p> <p>Self-portraits using natural materials “My friend” painting frame portraits” My picture, my name Drawings of families Baby clinic role play Make, decorate and use a “shaker pot” “Heart” collages Bonfire Night splatter and collage pictures Create own “Leaf Person” Explore and mix Autumn colours “Autumn colour” leaf headbands Leaf rubbings and prints Natural Art with Autumn finds, loose parts Dough hedgehogs “Autumn Forest” role play/construct hibernation dens Christmas cards and calendars</p>	<p><u>Expressive Arts and Design</u></p> <p>Painting in the dark with fluorescent paint Explore sense of touch and texture– Create glitter hands, glitter potions, sparkly mud play “Wizards’ Workshop role play area drawing using pencils, graphite and charcoal Junk modelling – shiny robots</p> <p>Joan Miro inspired work Experiment with media, materials, tools and techniques to create Easter and Mother’s day art and crafts Explore Springtime woods Mark making with mixed media Paint, draw shapes and forms Fill shapes with paint</p>	<p><u>Expressive Arts and Design</u></p> <p>Paint and draw own observations Use range of materials to draw and build Create little town using range of materials Use primary colours, create representations using shapes, create work in the style of Henri Matisse Create a range of imaginative, adventure and magical worlds developing great explorer theme Use a combination of tools in single artwork</p>	 
Reception	<p><u>Expressive Arts and Design</u></p> <p>Inspired by Howard Hodgkin Self Portraits Colour mixing Use different sizes of brushes Working with colours Paint work Experimenting with brush strokes</p>	<p><u>Expressive Arts and Design</u></p> <p>Natural Art work inspired by Andy Goldsworthy Organise natural materials to create pattern. Create rubbings of natural found objects.</p>	<p><u>Expressive Arts and Design</u></p> <p>Art with food inspired by Carl Warner Begin to combine resources with different colours, textures and shapes Use imagination by selecting food to represent another real life object (Broccoli could be a tree) Explore a range of materials eg. Pasta, rice, veg, string, fabric, tissue paper.</p>	<p>* Autumn nature walk</p>

Inspired by Pablo Picasso

Drawing/painting

Draw and paint human figure

Identify shape and colours of humans and animals

Use single line pencil techniques

End of phase skills:

Drawing

- I can use single line pencil techniques
- I can identify shapes and colours of animals and people
- I can represent features of animals and people
- I can use pencil marks to represent features like hair feathers and fur
- I can draw shapes and forms
- I can mark make with mixed media
- I can fill shapes with paint

Design

- I can build up a composition of shapes and forms

Digital Media

- I can use an I pad to take photographs of my own creations
- I can share creations using my own photograph

Texture/ Mixed Media

Shape

- I can cut out shapes
- I can create patterns with shape
- I can create representations using shapes

Texture

- I can begin to combine and experiment with resources of different colour, shape and texture constructing
- I can use sticking materials to stick to paper

Colour

Painting

- I can identify shapes of animals and people
- I can represent features of animals and people
- I can use directional brush marks
- I can identify primary colours
- I can mix primary colours to make secondary colours
- I can identify shapes and colours of interiors
- I can use different sized brushes
- I can experiment with different brush strokes

Year 1

Wassily Kandinsky (Colour and Form)

- I can research Wassily Kandinsky
- I can create and develop an artist's research page in my sketch book
- I can explore shapes and forms within abstract art
- I can experiment with colour mixing
- I can experiment with a range of media to create observational drawings of abstract art
- I can design and make a sculpture inspired by Kandinsky
- I can evaluate my original piece

Vocabulary: abstract, lines, shapes, horizontal, vertical, straight

Hayley Blackledge (Photography – light focus)

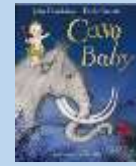
- I can research Hayley Blackledge
- I can create and develop an artist's research page in my sketch book
- I can use the Light P APP for long exposure.
- I can design my own light painting
- I can create my own light painting inspired by Hayley Blackledge
- I can evaluate my original piece

Vocabulary: photography, composition, light painting, long exposure, lighting

Joss Rossiter (Drawing and Colour)

- I can research Joss Rossiter
- I can create and develop an artist's research page in my sketch book
- I can use oil pastels to blend, layer and scratch
- I can print using foam and cardboard
- I can design and make a collage inspired by Joss Rossiter
- I can evaluate my original piece

Vocabulary: primary colours, secondary colours, composition, shading, collage, layering



Article 31 – Rest, Play, Culture, Arts

Year 2

Antoni Gaudi (Colour & Form)

- I can research Antoni Gaudi
- I can create and develop an artist's research page in my sketch book
- I can experiment with mosaic
- I can use string and tissue paper to create a 3D effect
- I can design and make a 3D model inspired by Antoni Gaudi
- I can evaluate my original piece

Vocabulary: mosaic, architecture, balcony, structure, façade, turret, steeple, column

L.S. Lowry (Drawing, Colour & Form)

- I can research L. S. Lowry
- I can create and develop an artist's research page in my sketch book
- I can experiment with a range of media to create observational drawings
- I can create a collage using figures from magazines
- I can experiment with a different grades of pencil to create dark and light tones
- I can experiment with colour mixing
- I can design a Lowry inspired painting
- I can evaluate my final piece

Vocabulary: primary colours, secondary colours, composition, shading, collage

Laura Ashley (Textiles and Colour)

- I can research Laura Ashley
- I can create and develop an artist's research page in my sketch book
- I can experiment with printing using foam and cardboard
- I can use running stitch
- I can design and create a room in a house (group work)
- I can evaluate our original piece

Vocabulary: interior design, pattern, warm colours, cool colours, texture

Article 31 – Rest, Play, Culture, Arts

End of phase skills:

Drawing

- I can observe anatomy
- I can observe patterns
- I can sketch to make quick records
- I can use drawing as a way of recording experiences and feelings.
- I can experiment with tools and surfaces
- I can extend my variety of drawing tools- charcoal, pencil and pastels.
- I can create tones using light and dark
- I can explore different textures
- I can show pattern and texture in their drawing
- I can use three different grades of pencil in their drawing.
- I can use a view finder to focus on a specific part of an artefact before drawing.

Digital Media

- I can use a device to take photographs
- I can use a simple app to adjust the exposure of a camera lens
- I can take different photographs of myself and others in different poses
- I can select a good image from a range of photographs I have taken (good focus)
- I can explain why I have chosen an image
- I can select a good image from a range of photographs I have taken (good focus)
- I can explain why I have chosen an image
- I can they take portrait and landscape photographs

Textiles

- I can group fabrics and threads by colour and texture
- I can weave fabric

Collage

- I can cut and tear paper and card for collages
- I can gather and sort materials I will need

Printing

- I can print onto paper and textile using one colour
- I can design my own block print
- I can create a repeating pattern
- I can create a print like a designer

Colour

- I can name all of the Primary and Secondary colours
- I can create colour wheel including all primary and secondary colours
- I can mix Primary colours to create secondary colours
- I can predict outcomes of colour mixing
- I can find collections of colour
- I can apply colour with a range of tools
- I can make as many tones of one colour as possible using white
- I can darken colour tones using black
- I can observe patterns
- I can begin to describe colours by objects
- I can use colour on a large scale

Sketchbooks

- I can begin to demonstrate my ideas through photographs and in my sketchbooks
- I can set out my ideas using annotation in my sketchbooks.
- I can keep notes in my sketchbook as to how I have changed my work.

Knowledge

- I can ask sensible questions about a piece of art
- I can describe what I can see and what I like
- I can discuss vocabulary to describe art
- I can explain how other artists have used colour pattern and shape.
- I can create a work of art in response to another artist's work

Form

- I can construct, shape and form from direct observations using malleable and rigid materials
- I can use materials to make known objects for a purpose
- I can carve, cut, pinch, roll and coil materials such as clay, dough or plasticine.
- I can replicate patterns and textures in a 3-D form
- I can use decorative techniques I can express personal ideas and experiences
- I can use materials to make known objects for a purpose
- I can show awareness of natural and man-made forms
- I can observe work and that of other sculptors

Year 3

Henry Moore (Drawing and Form)

- I can research Henry Moore
- I can create and develop an artist's research page in my sketch book
- I can experiment with cross hatching and scribbling
- I can experiment with wax relief
- I can design and make a sculpture inspired by Henry Moore
- I can evaluate my original piece

Vocabulary: tone, shade, depth, texture, cross-hatching, scribbling

Various artists (Photography)

- I can research a range of photographers
- I can create and develop an artist's research page in my sketch book
- I can experiment with re-creating photographs from the Getty Museum trend
- I can focus my frames on subject and composition
- I can photograph a piece inspired by the Getty Museum trend
- I can evaluate my original piece

Vocabulary: subject, composition, frame, position, zoom, lighting

Frida Kahlo (Drawing and Colour)

- I can research Frida Kahlo
- I can create and develop an artist's research page in my sketch book
- I can experiment with blending using oil pastels
- I can practice drawing facial features
- I can design and create a self-portrait inspired by Frida Kahlo
- I can evaluate my original piece

Vocabulary: secondary colours, tertiary colours, composition, harmonious colours, blending, vibrant



Article 38 – protection from war
Article 31 – Rest, Play, Culture, Arts

Year 4

Phillip Treacy (Textiles)

- I can research Philip Treacy
- I can create and develop an artist's research page in my sketch book
- I can experiment with a variety of stitches including: whip stitch, running stitch, back stitch, slip stitch
- I can experiment with printing onto fabric
- I can design and create a fascinator inspired by Philip Treacy
- I can evaluate my original piece

Vocabulary: milliner, textiles, embroidery, applique, printing, manipulation, decoration

Vincent Van Gogh (Colour)

- I can research Van Gogh
- I can create and develop an artist's research page in my sketch book
- I can experiment with colour mixing including tints, hues and tones
- I can experiment with pointillism
- I can design and create a painting inspired by Vincent Van Gogh
- I can evaluate my original piece

Vocabulary: tint, hue, tone, pointillism, shade

Roman Architecture (form)

- I can research Roman Architecture
- I can create and develop an artist's research page in my sketch book
- I can experiment with the slip and score clay joining technique
- I can experiment with clay to create a key stone
- I can design and make a Roman building out of clay
- I can evaluate my original piece

Vocabulary: architecture, column, façade, structure, keystone, vault, arch, oculus, colosseum



Article 31 – Rest, Play, Culture, Arts

End of phase skills:

Drawing

- I can use of various pencil gradients
- I can use close observation
- I can draw both positive and negative shapes
- I can identify and draw the effects of light
- I can use scale and proportion
- I can use sketchbooks to produce a final piece of work
- I can write explanations in sketchbooks with understanding of vocabulary, artist research and techniques.

Textiles

- I can use more than one type of stitch
- I can join fabric together
- I can add texture to a piece of work
- I can use sewing to add detail to a piece of work
- I can combine and experiment with materials to make a 3D form

Collage

I can cut accurately
I can overlap materials
I can combine visual and tactile qualities

Printing

I can make a three-colour print onto a textile
I create a mono print

Sketchbooks

- I can describe likes and dislikes in my sketchbook
- I can suggest improvements to my work
- I can make notes about techniques used by artists
- I can use sketchbooks to express my feelings about various subjects and outline likes and dislikes
- I can use my sketchbook to adapt and improve my original ideas
- I can keep notes about the purpose of my work in my sketchbook

Knowledge

- I can choose appropriate vocabulary to describe art
- I can link colours to natural and man-made objects
- I can compare work to the work of different artists
- I can explore work from other cultures
- I can explore work from other periods of time
- I can understand the viewpoints of others
- I can understand how an artist is feeling
- I can understand what the artist is trying to convey
- I can experiment with different styles that artists have used

Form

- I can shape, form, model and construct (malleable and rigid materials)
- I have an understanding of different adhesives and methods of construction
- I can experience surface patterns and textures
- I can discuss own work and work of other sculptors
- I can analyse and interpret natural and manmade forms of construction

Colour

- I can make a colour wheel
- I can use colour to reflect mood and feelings

Techniques

- I can apply colour using dotting, scratching and splashing.
- I can introduce different types of brushes
- I can use colour mixing and matching; tint, tone, shade.
- I can predict outcomes of colour mixing accurately
- I can observe colours
- I can choose own colour scheme for starry night inspired final piece.
- I can choose suitable equipment for the task explore the use of texture in colour

Year 5/6

Cycle A Ben Mosley (Form & Colour)

- I can research Ben Mosely
- I can create and develop an artist's research page in my sketch book
- I can experiment with a range of media to make observational drawings of expressional art
- I can use mono print
- I can experiment with colour theory
- I can design and create an original piece inspired by Ben Mosley
- I can evaluate my final piece

Vocabulary: pattern, abstract expressionism, dynamic, angular, commissioned, figurative, cubist, abstract, popular culture, architecture

Cycle B Slinkatchu (photography)

- I can research Slinkatchu
- I can create and develop an artist's research page in my sketch book
- I can experiment with photographing little people figures
- I can experiment with re-creating some of Slinkatchu's work
- I can design my own Slinkatchu- inspired image, portraying a social message
- I can evaluate my final piece

Vocabulary: scale, composition, pixel, zoom, installation, aperture

Cycle A Leonardo Da Vinci (drawing)

- I can research Leonardo Da Vinci
- I can create and develop an artist's research page in my sketch book
- I can experiment with pencil grades
- I can experiment with observational drawing
- I can experiment with contour line drawing
- I can design and create an original piece inspired by Leonardo Da Vinci
- I can evaluate my original piece

Vocabulary: Renaissance, anatomy, cross-hatch, proportion, sketch, symmetry, tonal range, composition, contour line, subject matter

Cycle B John Petrey and Heather Collins (textiles)

- I can research John Petrey and Heather Collins
- I can create and develop an artist's research page in my sketch book
- I can experiment with natural and man-made materials
- I can experiment with the skill of rug hooking and hessian
- I can design a final inspired inspired by a social message
- I can evaluate my final piece

Vocabulary: yarn, fabric, fibre, thread, hessian, rug hooking

Cycle A Faith Ringgold (colour)

- I can research Faith Ringgold
- I can create and develop an artist's research page in my sketch book
- I can experiment with colour mixing
- I can experiment with tint, tone and shade
- I can design and create a painting inspired by Faith Ringgold
- I can evaluate my original piece

Vocabulary: scale, composition, activist, narrative art, layering colour

Cycle B Zaha Hadid (form)

- I can research Zaha Hadid
- I can create and develop an artist's research page in my sketch book
- I can experiment with collaging using string, ink and joining card
- I can use mono-printing
- I can use computer -aided design to design a building inspired by Zahah Hadid
- I can evaluate my final piece

Vocabulary: architecture, composition, façade, structure, futuristic, fluidity



- Article 38** – protection from war
- Article 22** – Refugee children
- Article 31** – Rest, Play, Culture, Arts
- Article 26** – Social and economic help

*Display photography work



End of phase skills:

Drawing

- I can create the effect of light on objects and people from different directions
- I can interpret the texture of a surface using marks and lines
- I understand the concept of perspective
- I can produce increasingly accurate drawings of people
- I can successfully use shade to create mood and feeling
- I can explain why I have chosen specific materials to draw with
- I can correctly choose pencil grades to shade and sketch

Digital Media

- I can accurately photograph a subject using an interesting composition
- I can take a photograph that carries a social message
- I can create an installation (environment) to provide a suitable background for my subject
- I can use a camera to adjust the scale of my photograph
- I can find a place to display my artwork

Textiles

- I can create a piece of work that is open to interpretation by the audience
- I can include both visual and tactile elements in my work
- I can experiment and combine materials and processes to design and make 3D form

Colour

- I can explain my own style
- I can explain why I have chosen specific painting techniques
- I can use a range of techniques in their work such as; hue, tint, tone and shades accurately
- I can explore the use of texture in colour accurately
- I can colour to express feelings accurately
- I can use colour for purposes
- I can create all of the colours they need

Collage

- I can layer materials onto a 3D design

Printing

- I can print using a number of colours
- I can print onto a range of different materials
- I can create an accurate design that meets a given criteria

Sketchbooks

- I can keep detailed notes in sketchbooks that might develop and inform future work
- I can use sketchbooks to work collaboratively with my peers to discuss, compare and share ideas
- I can refine and adapt my work to reflect its meaning and purpose, keeping notes and annotations in my sketchbooks.

Knowledge

- I can experiment with different styles that artists have used
- I can learn about the work of others by looking at artist's work in books, the internet and visit art galleries

Form

- I can plan and develop ideas
- I can shape, form, model and join
- I can create models in different scales
- I can create work that is open to interpretation by the audience
- I can discuss properties of media
- I can discuss and evaluate own work and that of other sculptors