

### Reception

### Early Learning Goals

#### Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- · Begin to show accuracy and care when drawing

### Expressive Arts and Design Creating with Materials ELG

- 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.

### Being Imaginative and Expressive ELG

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- · Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

### The Natural World ELG

• Explore the natural world around them, making observations and drawing pictures of animals and plants;

#### Past and Present ELG

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

### People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.



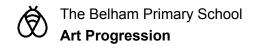
# Managing Self ELG

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

## **Building Relationships ELG**

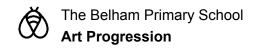
- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs.

Pre Drawing Skills	Pre Sculpture Skills	Pre Printing and Pattern Skills	Pre Painting Skills
<ul> <li>Drawing with purpose (for example, children can articulate what it is they have tried to draw.) Experiment drawing with pencils, wax crayons, charcoal, chalk and pens. Begin to draw shapes. Develops observational skills for drawing. Develops visualisation and storytelling skills.</li> <li>(Year I objective - Children can draw with control i.e. pressing lightly, teacher to name shapes within objects drawn e.g. circle, rectangle.)</li> </ul>		patterns. Exploring the texture of materials and how this can be translated with simple printing techniques. Exploring musical patterns with a range of instruments. Increasing confidence in live performance.  • (Year I objective - Children make a polystyrene printing block and learn the technique of drawing into a block, rolling up with ink eyenly and printing.)	other painting tools for different effects, such as rollers.  Explore and experiment with colour.  Match and recall colour names. Learn the primary colours.  Develops visualisation and storytelling skills.

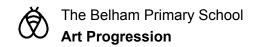


## Reception **Objectives** Autumn I - Mark-Making Autumn 2 - Colour Skill Names primary and secondary colours and experiment with mixing Controls a variety of drawing media to explore shading, line, texture, tone a wide range of colours; and shade to tell stories and represent things seen or imagined. Understands the relationship between colour and mood. Begins to draw people accurately. Names and select different tools for specific purposes. Develops an understanding of using lines to enclose a space, and begins to Enjoys and responds to playing with colour in a variety of ways, for example combining **Skills** use drawing to represent actions and objects based on imagination, colours. observation and experience. Recognises the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking. Ellsworth Kelly, Mondrian, Kandinsky, Jackson Pollock Lowry, Picasso, Kandinsky **Artists Evaluat** Reflect on learning and provide feedback. Reflect on learning and provide feedback. е Key • Sketch, line, texture, tone, shading, zigzag, arc, mark-making Painting, primary, secondary, mood, colour (names), brush, palette, dry, flaky, wet Vocab

Reception	Reception		
Objectives	Objectives		
Skill	Spring I - Form	Spring 2 - Printing	
Skills	<ul> <li>Handles equipment in a safe way.</li> <li>Manipulates, weaves, collages, constructs and deconstructs shapes and models using a range of materials.</li> <li>Increases control of self-selected tools.</li> <li>Creates representations of both imaginary and real-life ideas, events, people and objects.</li> </ul>	<ul> <li>Explores printmaking though rubbings, monoprinting, block printing and printing with a range of objects.</li> <li>Creates patterns and pictures by printing objects in more than one colour.</li> <li>Selects and prints with a range of block colours.</li> <li>Explores colour mixing through printing, using two colours and a variety of materials.</li> </ul>	
Artists	Alberto Giacometti, Henry Moore, Ilse Bolle	Bryan Wynter, Naum Gabo	
Evaluate	Reflect on learning and provide feedback.	Reflect on learning and provide feedback.	
Key Vocab	Construct, deconstruct, collage, shape, model, materials	Printing, colour, block, pattern, rubbings	



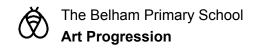
Reception		
Objectives		
Skill	Summer I - Pattern	Summer 2 - Music / Live Performance
Skills	<ul> <li>Observes similarities, differences, patterns and change in artworks and the environment.</li> <li>Explores and adds to simple repeating patterns.</li> <li>Chooses familiar objects to create and recreate repeating patterns.</li> <li>Begins to identify the unit of repeat.</li> </ul>	<ul> <li>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</li> <li>Explores and learns how sounds and movements can be changed e.g tapping out simple repeated rhythms.</li> <li>Develops an understanding of how to create and use sounds intentionally</li> <li>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</li> <li>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</li> <li>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</li> </ul>
Artists	Yayoi Kusama	Nicholas Bras
Evaluate	To reflect on my work	To reflect on my work
Key Vocab	Pattern, unit of repeat, colour (names), human-made, natural, model	Repetition, rhythm, pattern, sound, perform, louder, bigger, smaller, beginning, end



## Year I **Objectives** Autumn I - Drawing Autumn 2 - Texture: Collage Skill Uses a sketch book to record individual responses Looks at and discusses their own work and that of other artists. Explores different textures, using pencil, charcoal, chalk with increasing control considering the artist's style and subject. Uses language appropriate to tasks and media. Starts to build mark-making vocabulary Records responses in their sketchbook with care and creativity. Studies the anatomy of people and begins to represents limbs in proportion Skills Selects images according to their similarities to body parts Uses line, tone and shade to represent things seen, remembered or imagined e.g a pear could be a nose Develops cutting and glueing skills to achieve desired effect Creates a collage by overlapping and layering chosen images Jean-Michel Basquiat Jean-Michel Basquiat - Kids | Britannica Kids | Homework Help Giuseppe Arcimboldo Examples of his work: <u>Jean-Michel Basquiat | Artnet</u> See examples of children's work opposite the staff room Modelled examples: **Artists** How to paint like Jean-Michel Basquiat (youtube.com) How to paint like Jean-Michel Basquiat - YouTube Life Doesn't Frighten Me at All by Maya Angelou, Illustrated by Jean- Michael Basquiat Life Doesn't Frighten Me (youtube.com) **Evaluat** Reflect on learning and provide feedback. Reflect on learning and provide feedback. е Key • Sketch, line, texture, tone, shading, swirl, anatomy, charcoal, pencil Paper, glue, scissors, position, adjust, fold, tear, cut, fruit (names), imagine Vocab

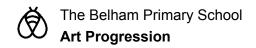
Year I	Year I		
Objectives	Objectives		
Skill	Spring I - Colour - Landscapes	Spring 2 - Printing	
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Uses a sketchbook to record responses in creative ways.</li> <li>Uses language appropriate to tasks and media</li> <li>Explores colour naming, mixing and replicating patterns and textures around them</li> <li>Selects tools to create a wide range of marks, inspired by Hockney</li> <li>Chooses colour and marks to express mood</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Uses language appropriate to tasks and media</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Arranges materials in different ways to find the most satisfying composition.</li> </ul>	
Artists	David Hockney	Rachel Dein  Ask The Bellenden Florist on Bellenden Road to put wasted or unused stems aside for the project.	
Evaluate	Reflect on learning and provide feedback.	Reflect on learning and provide feedback.	
Key Vocab	Brush, primary, secondary, mood, colour, mix, blend, brush, palette	Clay, plaster, plant (names), rolling pin, press, print, relief,	

Year I	Year I		
Objectives	Objectives		
Skill	Summer I - Pattern	Summer 2 - Form	
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Uses a sketchbook to record responses in creative ways.</li> <li>Replicates then interprets the artist's style in their own way.</li> <li>Differentiates between regular and irregular, natural and human made patterns found in art and the environment.</li> <li>Creates repeating patterns and irregular patterns using a range of materials.</li> <li>Produces and differentiates between symmetrical and asymmetrical designs.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Uses a sketchbook to record responses in creative ways.         Handles equipment safely.     </li> <li>Manipulates, weaves, collages, constructs and deconstructs clay by pinching, rolling, coiling and joining.</li> <li>Shapes and forms materials in a purposeful way.</li> </ul>	
Artists	Damien Hirst     Who is Damien Hirst?   Tate Kids     Examples of work:     damien hirst - Artnet Artworks Search	Bernard Leach	
Evaluate	To reflect on my work	To reflect on my work	
Key Vocab	Paint, repeat, abstract, regular, irregular, symmetrical, asymmetrical	Collage, weave, manipulate, collagen construct, fold, tear	



# Year 2

Objective	bjectives		
Skill	Autumn I - Drawing	Autumn 2 - Painting	
Skills	<ul> <li>Looks at and talks about their own work and that of other artists, considering texture, tone and use of shadow.</li> <li>Uses language appropriate to tasks and media.</li> <li>Uses a sketchbook to record thoughts and feelings, making drawings on different surfaces.</li> <li>Explore a variety of drawing starting points (stimuli), working from direct observation, memory and imagination.</li> <li>Uses a range of drawing media in different ways: infilling, hatching, scribble, stippling, blending, etc. to produce an expanding range of patterns and textures that replicate those in the real world.</li> <li>Develop mark-making skills through experimentation with various drawing media: pencil, chalk and oil pastel, graphite, chalk, soft pastel, wax and charcoal.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering painting style and subject.</li> <li>Uses a sketchbook to record thoughts and feelings, making paintings on different surfaces.</li> <li>Uses language appropriate to tasks and media.</li> <li>Explores painting on a large scale.</li> <li>Uses painting media in different ways e.g mixing, infilling, washing, splattering, blending, etc. to produce a range of patterns and textures that replicate the artist's style.</li> <li>Applies colour and marks to express mood</li> <li>Explores colour matching, replicating colours and textures found in the artist's work.</li> <li>Experiments with colour mixing by making as many tones of one colour as possible (using white) or darkening colours without using black.</li> </ul>	
Artists	• Leonardo Da Vinci	Frank Bowling	
Evaluate	To reflect on my work	To reflect on my work	
Key Vocab	Sketch, line, texture, tone, shading	Painting, primary, secondary, mood, colour, brush, palette	



# Year 2

Objectives	<b>Objectives</b>		
Skill	Spring I - Print-Making	Spring 2 - Pattern	
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering print-making style and subject.</li> <li>Uses a sketchbook to record responses in artistic ways.</li> <li>Replicates the artist's style, producing a range of patterns and textures with monoprinting.</li> <li>Selects equipment and media to produce clean printed images</li> <li>Uses appropriate language to describe tools, media, process, etc.</li> <li>Begins to identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Uses a sketchbook to record responses in creative ways.</li> <li>Replicates then interprets the artist's style in their own way.</li> <li>Differentiates between regular and irregular, natural and human made patterns found in art and the environment.</li> </ul>	
Artists	Karen Lederer	Bridget Riley	
Evaluate	To reflect on my work	To reflect on my work	
Key Vocab	Printing, colour, block, pattern, rubbings	Wave, line, vertical, horizontal, diagonal, monochrome	

# Year 2

Objectives	<b>Objectives</b>		
Skill	Summer I - Form	Summer 2 - Texture	
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Uses language appropriate to tasks and media.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Identifies and recreates patterns in 3D form.</li> <li>Demonstrates an awareness of texture, form and shape by recreating an image in 3D form.</li> <li>Uses the equipment and media, demonstrating decorative techniques.</li> <li>Shapes, forms, models and constructs from observation and / or imagination.</li> </ul>	<ul> <li>Looks at and talks about their own work and that of other artists (eg. Warhol, Hokusai, etc.)</li> <li>Develops their awareness of natural and human-made fibres.</li> <li>Increases awareness of contrasts in texture and colour.</li> <li>Uses paper and fabric to create a collage with purposeful effect.</li> <li>Overlaps and overlayers materials to create effects and focal points.</li> <li>Weaves paper, progressing from one to two colours, discriminating between materials.</li> <li>Joins materials together with confidence.</li> </ul>	
Artists	Alexander Calver	<ul> <li>Annie Albers         https://www.tate.org.uk/art/artists/anni-albers-3067/how-weave-anni-albers     </li> </ul>	
Evaluate	To reflect on my work	To reflect on my work	
Key Vocab	• sketch, line, texture, tone, shading	• painting, primary, secondary, mood, colour, brush, palette	

Year 3	ear 3			
Objectives	Objectives			
Skill	Autumn I - Form: Modelling	Autumn 2 - Drawing		
Skills	<ul> <li>Looks at and discusses their own work and that of other sculptors (eg. ancient and contemporary examples)</li> <li>Demonstrate an awareness of texture, colour, pattern, form and shape in a 3D context.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Explores and develops a range of skills using simple tools for shaping, mark making, etc.</li> <li>Shape, form, model and construct with reference to a design, based on historical examples.</li> <li>Uses equipment, media and adhesives with increasing confidence.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other painters.</li> <li>Uses a sketchbook to record thoughts and feelings, making paintings on different surfaces.</li> <li>Experiment with the potential of various drawing materials, using different techniques such as hatching, cross hatching, stippling.</li> <li>Practice techniques including observational sketching, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.</li> <li>Understand when to use negative space in a drawing.</li> <li>Create accurate drawings of people from life.</li> </ul>		
Artists	Roman Pottery	Van Gogh		
	Learning key vocabulary and artwork, mark-making inspired by Roman pottery, manipulating clay and developing modelling skills, creating a pot with support.	Learning key vocabulary and artwork, mark-making techniques with a range of media, mark-making for purpose with support, portrait with template.		
Evaluate	Class exhibition, peer feedback, self-reflection	Class exhibition, peer feedback, self-reflection		
Key Vocab	Roman pottery, wares, clay, modelling,	Post-Impressionism mark-making, negative space, hatching, cross-hatching, stippling, life drawing		

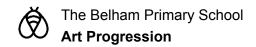
Year 3		
Objectives		
Skill	Spring I - Painting	Spring 2 - Form: Earth Art
Skills	<ul> <li>Creates a colour wheel, mixing primary, secondary and analogous colours with the addition of black, white and other hues.</li> <li>Predicts colour mixing results with increasing accuracy and mixes colours purposefully.</li> <li>Uses a sketchbook to record thoughts and feelings, making paintings on different surfaces.</li> <li>Uses tools and media with increasing confidence and organises own working area.</li> <li>Uses a range of mark-making techniques including washes and the tache techniques.</li> </ul>	<ul> <li>Recognises colour, symmetry and pattern in the environment and uses it as a stimulus for their own work.</li> <li>Sketches, shapes, forms and constructs from observation, imagination and in response to artists.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Selects and uses materials to achieve a specific outcome.</li> <li>Collaborates with a partner to negotiate and construct a shared vision.</li> </ul>
Artists	Claude Monet	Andy Goldsworthy
SEN	<ul> <li>Learning key vocabulary and artwork, colour mixing and painting techniques, colour mixing for purpose with support, independent painting with the tache technique, supported painting with template.</li> </ul>	<ul> <li>Learning key vocabulary and artwork, sketch forms found in Goldsworthy's work, joining and balancing techniques with support, independently selecting natural materials for sculpture, constructing and building with purpose.</li> </ul>
Evaluate	Class exhibition, peer feedback, self-reflection	Class exhibition, peer feedback, self-reflection
Key Vocab	• Impressionism, primary, secondary, analogous, contrast, brush, palette,	Land art, fractal, pattern, found materials, construct, deconstruct, ephemeral

Year 3	ear 3		
Objective	Objectives		
Skill	Summer I - Pattern	Summer 2 - Printing	
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Understands how to repeat a pattern by hand with the folding technique. <a href="https://www.youtube.com/watch?v=sTMk1jW24w8&amp;ab_channel=PolinaOshu">https://www.youtube.com/watch?v=sTMk1jW24w8&amp;ab_channel=PolinaOshu</a></li> <li>Creates a repeating floral pattern with reference to their personal style.</li> <li>Uses an iPad to take a portrait and repeat a pattern. <a href="https://imageonline.co/repeat-image-generator.php">https://imageonline.co/repeat-image-generator.php</a></li> <li>Combines portrait and pattern in Wiley's style.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject.</li> <li>Locates batik within a historical and contemporary cultural context.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Makes connections between own work and patterns in their local environment</li> <li>Uses the equipment and media with increasing confidence</li> <li>Creates repeating patterns, inspired by the artist</li> <li>Prints two-colour overlays, applying knowledge of contrasting and complimentary colours.</li> </ul>	
Artists	Kehind Wiley	Yinka Shonibare  https://www.tate.org.uk/kids/explore/who-is/who-yinka-shonibare	
Evaluate	Class exhibition, peer feedback, self-reflection	Yinka Shonibare	
Key Vocab	sketch, line, texture, tone, shading	Batik	

Year 4	fear 4		
Objectives	Objectives		
Skill	Autumn I - Collage / textiles	Autumn 2 - Painting	
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Consider how Bearden developed different forms of collage.</li> <li>Uses collage to interpret stories, music, poems and other stimuli in Bearden's style.</li> <li>Experiments with creating mood, feeling, movement with a variety of surface patterns and textures.</li> <li>Plan and develop their own design, influenced by their own social context.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Understands and explores the difference between tint, tone, shade</li> <li>Mixes and matches colours with confidence</li> <li>Selects suitable equipment for the task</li> <li>Choose colours that reflect mood</li> <li>Paints on a large scale, using Richter's techniques.</li> </ul>	
Artists	Romare Bearden	Gerhard Richter	
Evaluate	· To reflect on my work	· To reflect on my work	
Key Vocab	sketch, line, texture, tone, shading	painting, primary, secondary, mood, colour, brush, palette	

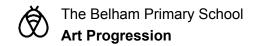
Year 4				
Objectives				
Skill	Spring I - Drawing	Spring 2 - Pattern		
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Experiments with Keith Haring's style, working on a variety of scales.</li> <li>Interprets a photograph of a busy playground scene in Harring's style.</li> <li>Produces outlines of people in proportion.</li> <li>Mixes pure hues without black or white, considering prior knowledge of tint, tone and shade.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other artists, considering the artist's style and subject matter.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Identifies geometric shapes that tessellate found in nature.</li> <li>Experiments with transforming sketches into geometric drawings that can be tesselated with reference to Escher's style.</li> <li>Develops their shading techniques, inspired by Escher's drawings.</li> <li>Understands and follows the process of tessellating geometric shapes:         <ul> <li>https://www.youtube.com/watch?v=yaYL05cgB14&amp;ab_channel=artsLoweKID</li> </ul> </li> <li>Interprets their geometric design in imaginative ways.</li> <li>Shades their drawings, adding contrast and tone.</li> </ul>		
Artists	Keith Haring	Escher		
Evaluate	· To reflect on my work	· To reflect on my work		
Key Vocab	sketch, line, texture, tone, shading	painting, primary, secondary, mood, colour, brush, palette		

Year 4				
Objectives				
Skill	Summer I - Photography	Summer 2 - Form - Vikings		
Skills	<ul> <li>Looks at and discusses their own work and that of other artists, considering Kusama's style, especially her series Infinity Nets.</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Understands how artists working in one medium can inspire forms in another.</li> <li>Works safely and considerately with unfamiliar materials.</li> <li>Produce a range of cyanotypes with a range of objects.</li> <li>Experiments with toning cyanotypes using tea and coffee.</li> <li>Produces a final composition, selecting and arranging materials with reference to Kusama's use of pattern, especially in her Infinity Nets series.</li> </ul>	<ul> <li>Looks at and discusses their own work and that of other sculptors (eg. ancient and contemporary examples)</li> <li>Records responses in their sketchbook with care and creativity.</li> <li>Draws various Viking artefacts from observation like the Urnes brooch:         <ul> <li>https://www.youtube.com/watch?v=i6dpBXmWd3w&amp;ab_channel=TheRavenfromtheNorth</li> </ul> </li> <li>Practices symbols and patterns found on Viking picture stones, including knotwork.</li> <li>Designs their own picture stone including traditional patterns and their own symbols and scenes.</li> <li>Works safely and considerately with unfamiliar materials.</li> <li>Creates a Viking picture stone in clay, inspired by historic examples:         <ul> <li>Clay Relief Sculpture   Additive and Subtractive Clay Techniques (youtube.com)</li> </ul> </li> </ul>		
Artists	• Yayoi Kusama	Viking era		
Evaluate	To reflect on my work	To reflect on my work		
Key Vocab	Cyanotype, filter, response, composition, toning	• Lino		

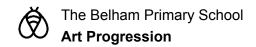


#### Year 5 **Objectives** Autumn I - Drawing Autumn 2 - Painting Skill Looks at and discusses their own work and that of other sculptors (eg. ancient Looks at and discusses their own work and artists associated with Cubism. and contemporary examples) Uses a sketch book and has an increasing knowledge of media potential Uses a sketchbook to store information on colour mixing, brush marks, etc Studies the effects of light on people and objects. Experiments with hue, tint tone, shades and mood with intention like O'Keefe: https://www.voutube.com/watch?v= MmUwc0DHYU&ab\_channel=DaytonArtInsti Explores the concept of perspective depth. Works from multiple viewpoints to create a fragmentary drawing in the cubist tute Sketches from observation by looking closely or using a magnifying glass, style. Produces a growing range of patterns and textures with a single pencil creating an initial sketch for their final painting. Produces an expanding range of patterns and textures that replicate those in Recreates their initial sketch on a larger scale. Develops increasing knowledge in the colour wheel, blending colours, creating the real world **Skills** gradients and gentle colour transitions using black and white. Uses a range of drawing media in different ways: hatching, scribble, stippling, blending, etc. Uses a brush to produce marks in the style of O'Keefe. Can solidly infill shapes using colour pencils, pastels, etc. and is experienced in Develops their final artwork over a couple of sessions, applying learnt painting using soft pastels and oil pastels to create a range of tones techniques in the style of O'Keefe: Practises working in different ways and on a variety of different coloured and https://www.voutube.com/watch?v=AGWLvBhf\_uY&ab\_channel=Slaughter%27sSt shaped paper. udio Uses language appropriate to media Draws still life and portraits from observation in the cubist style. Cubism: Georgia O'Keeffe: https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe https://www.tate.org.uk/art/art-terms/c/cubism/all-about-cubism#:~:text=Cubis **Artists** m%20was%20a%20revolutionary%20new,that%20paper%20 fragmented%20and%20 abstracted **Evaluate** Reflect on learning and provide feedback. Reflect on learning and provide feedback. Sketch, line, texture, tone, shading, surface, depth, perspective, hatching, **Key Vocab** Hue, tint tone, shades and mood, scale, gradient stippling

#### Year 5 **Objectives** Skill Spring I - Printing - Arts and Crafts Spring 2 - Collage Looks at and discusses their own work and artists associated with the Arts Looks at and discusses their own work and artists associated with collage and Crafts movement. including Henri Matisse. Experiments with ideas and plans in a sketchbook. Experiments with ideas and plans in a sketchbook. Works with confidence with tools and media. Experiments with creating mood, feeling, movement and areas of interest using **Skills** Modifies and adapts works in progress. different colour combinations. Identifies, compares and has basic knowledge of patterns from other countries. Forms materials with purpose in mind. Experiments with and creates repeating patterns. Uses memories of Peckham and familiar places as a stimulus for work. Recreates symmetrical images inspired by plants and animals found in Peckham. Create own collage in the style of Mukherjee to reflect personal experiences and Creates a two-coloured lino print in the style of William Morris. expression. Benode Behari Mukherjee William Morris https://www.tate.org.uk/art/artists/benode-behari-mukherjee-21240 https://www.youtube.com/watch?v=quhnejd-h14&ab channel=VictoriaandAlbe https://www.vadehraart.com/artists/53-benode-behari-mukheriee/ **Artists** rtMuseum https://www.tate.org.uk/visit/tate-modern/display/materials-and-objects/collage https://wmgallery.org.uk/learn/resources/ **Evaluate** Reflect on learning and provide feedback. Reflect on learning and provide feedback. Key Vocab Unit of repeat, block printing, lino, scalpel, symmetrical Manipulate, layer, opaque, sheer, figure, evocative



#### Year 5 **Objectives** Summer I - Form Summer 2 - Photography Skill Investigates individual cultural history and associated imagery. Looks at and discusses their own work and concepts behind Svoboda's Explores how *The Procession* can be used as a starting point for a 3D mask photographs. with a particular focus on form, shape, pattern, texture, colour. Experiments, presents and evaluates ideas in a sketchbook. Creates and uses a sketchbook to inform, plan and develop ideas, shapes, Select and collect items for their form and visual interest. forms, models and joins with confidence. Create and recreate still life compositions using contents of schoolbags or Produces more intricate patterns and textures. collections found around the classroom. **Skills** Works directly from observation or imagination with confidence. Photographs different arrangements of items in focus, keeping control of the iPad. Uses language appropriate to skill and technique. Produces a series of black and white and colour still life images using handmade Works safely, organises the working area and clears away. filters. Translates their 2D design into a 3D cardboard sculpture in the style of Locke. Contributes to a collective sculpture, referencing aspects of the class' shared cultural history, referencing people and animals in the community. Ian Svoboda: Hew Locke https://www.youtube.com/watch?v=fbHPumlBURU&ab channel=ThePhotographer The Procession, Tate: s%27Gallery https://www.youtube.com/watch?v=11d64 f-m6U&ab channel=Tate https://thephotographersgallery.org.uk/sites/default/files/attachments/TPG%20Activ https://www.instagram.com/hewdilocke/?hl=en **Artists** ity%20Shoot%20Like%20Svboda.pdf How to make cardboard sculptures with James Lake: https://thephotographersgallery.org.uk/sites/default/files/attachments/TPG Activity https://www.youtube.com/watch?v=O-uSe9emca8&ab channel=MrsW-ArtTeac StillLife Filters.pdf her **Evaluate** Reflect on learning and provide feedback. Reflect on learning and provide feedback. Key Vocab Proportion, sculpt, 3D, materials, modelling, review, reflect, evaluate Filter, impression, abstracted, composition, conceptual



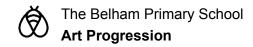
#### Year 6 **Objectives** Autumn I - Screen printing Autumn 2 - Painting Skill Looks at and discusses their own work and key artists associated with Looks at and discusses their own work and key artists associated with Turner. screenprinting, as well as artists using text. Knows about key artists and begins to place them into movements, with historical Collects phrases of importance to them and records them in a sketchbook awareness. throughout the project. Considers the development of the London skyline. Experiments with different fonts and selects appropriate size for a stencil. Understands how artists use perspective and applies it in their initial sketches. Skills Designs a print in two colours and evaluates ideas in a sketchbook. Practices techniques used by Turner. Creates functional stencil, transfers it onto card and cuts it out with care. Demonstrates an understanding of the relationships between colours and how to use Screen print a t-shirt with a slogan in two colours. colours effectively. Uses a sketchbook to record and store information as appropriate. Develops initial sketches for final piece. William Turner Corita Kent https://www.youtube.com/watch?v=riEOig94Xlw&ab channel=CoritaArtC https://www.royalacademy.org.uk/art-artists/name/j-m-w-turner-ra https://www.tate.org.uk/art/research-publications/jmw-turner/joseph-mallord-william-t enter urner-1775-1851-r1141041 https://collection.corita.org/ https://www.nationalgallery.org.uk/artists/joseph-mallord-william-turner Screenprinting https://www.youtube.com/watch?v=VTDmlkxWOjc&ab\_channel=Tate https://www.tate.org.uk/art/art-terms/s/screenprint **Artists** Artists working with text: How to paint like Turner series: https://www.youtube.com/watch?v=Wce-7Mw0mtc&ab\_channel=Tate https://www.artsy.net/article/artsy-editorial-13-artists-highlight-power https://www.youtube.com/watch?v=IRM7Cy7h-VE&ab\_channel=Tate How to make a DIY stencil from printed text: https://www.youtube.com/watch?v=Llz1xMhDwgk&ab channel=Wm.Walk https://www.youtube.com/watch?v=xYfTGui7vFE&ab channel=Tate erCo Field trip to make initial sketches of the London skyline from the Peckham Levels. How to make a screen print using a stencil: https://www.youtube.com/watch?v=TlwbYe6u8AM&ab\_channel=Artful **Evaluate** Reflect on learning and provide feedback. Reflect on learning and provide feedback. **Key Vocab** Printing, colour, block, pattern, stencil Hue, tint tone, shades and mood.

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#### Year 6 **Objectives** Spring I - Form Spring 2 - Drawing Skill Discusses and evaluates own work and that of other artists and designers Looks at and talks about my own work and that of other illustrators. in the Islamic tradition. Uses a sketchbook to inform, plan and develop ideas. Compares different styles and approaches (eg. Moore and Aztec, etc) Develops their own style using explorations and experimentations from Develops awareness of form, shape and space in the world around them. sketchbooks. Works safely, organises the working area and clears away. Produce increasingly accurate drawings of people in movement Uses a sketchbook to inform, plan and develop ideas. Researches to help improve and inform work. Identifies main feature and practises motifs in the Kashan style. Creates their own characters in an imagined world. Recognises sculptural forms in the environment: furniture, buildings, etc. Develops knowledge of and demonstrates effective use of elements (line, tone, **Skills** Designs and creates own tile to form a tesselating display of tiles. pattern, texture, etc.). Creates drawings with tonal contrast. Processes, adapts and changes ideas for end pieces. Uses drawing as part of mixed-media work. Colour mixes with coloured pencils and uses a wide tonal range within their work Uses appropriate language for skills and techniques. Produces a final piece referencing their own imagination and the work of Amano and Dulac. Yoshitaka Amano Design and make your own Islamic tile https://www.yoshitakaamano.com/ https://www.vam.ac.uk/articles/design-and-make-your-own-islamic-tile-and-prin https://www.youtube.com/watch?v=PIEPhBL77lk&ab\_channel=Archipel ted-pattern https://www.youtube.com/watch?v=A9riTBNjD8M&ab channel=PlayStation https://kidworldcitizen.org/islamic-art-lesson-for-kids/ https://www.youtube.com/results?search\_query=how+to+draw+like+yoshita+kaa **Artists** https://nurturestore.co.uk/islamic-geometric-art-lesson-for-children mano Wall mural inspired by Kashan tiles (Iran 1260-70 AD) Edmund Dulac https://collections.vam.ac.uk/item/O89590/tile-panel-ali-ibn-muhammad/ https://www.thecollector.com/edmund-dulac-whimsical-illustrations/ How to draw faces and people from reference: Helpful child-friendly info on Islamic geometric pattern, calligraphy https://www.youtube.com/watch?v=C2E5mDIEqCs&t=44s&ab\_channel=SketchingS

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	<ul> <li>https://www.vam.ac.uk/articles/design-and-make-your-own-islamic-tile-and-printed-pattern/</li> <li>Process: https://www.youtube.com/watch?v=ZPySdh8smwg</li> <li>Also see Maaida Noor and Gillian Turnham</li> <li>https://maaidanoor.com/</li> <li>https://www.gillianturnham.com/works.html</li> </ul>	cottie  • https://www.youtube.com/watch?v=V-vPud10IAA&pp=ygUlaWxsdXN0cmF0aW9ul GhvdyB0byBjcmVhdGUgY2hhcmFjdGVycw%3D%3D
Evaluate	Reflect on learning and provide feedback.	Reflect on learning and provide feedback.
Key Vocab	Kashan, Islamic, calligraphy, arabic, mural	Mixed-media, elements, dynamic, anatomical, life-like, tonal contrast

Year 6	Year 6				
Objective	Objectives				
Skill	Summer I - Painting	Summer 2 - Textile			
Skills	<ul> <li>Looks at and talks about my own work and that of other illustrators.</li> <li>Uses a sketchbook to inform, plan and develop ideas.</li> <li>Develops a narrative with imagined characters.</li> <li>Storyboards their ideas.</li> <li>Plays with perspective in Tan's style.</li> <li>Selects one scene to create in detail.</li> <li>Uses a sketchbook to record and store information as appropriate.</li> <li>Begins to use simple perspective in their paintings/compositions.</li> <li>Begins to develop their own style.</li> <li>Demonstrates an understanding of the relationships between colours and how to use colours effectively.</li> </ul>	<ul> <li>Discusses and evaluates their own work and that of other textile artist.</li> <li>Increases awareness of the different purposes of textiles and their construction.</li> <li>Recognises different forms of textiles in the environment and is able to express opinions about them.</li> <li>Designs an applique pattern that reflects their legacy at the Belham.</li> <li>Handles and selects materials with care.</li> <li>Combines techniques to produce a community quilt.</li> </ul>			

Artists	<ul> <li>Shaun Tan</li> <li><a href="https://www.shauntan.net/">https://www.shauntan.net/</a></li> <li>How to with Shaun Tan:</li> <li><a href="https://www.youtube.com/watch?v=MHYRc7F0pwQ&amp;ab_channel=HCBoz">https://www.youtube.com/watch?v=MHYRc7F0pwQ&amp;ab_channel=HCBoz</a></li> <li><a href="https://www.youtube.com/watch?v=5etuXDP3xc4&amp;ab_channel=HCBoz">https://www.youtube.com/watch?v=5etuXDP3xc4&amp;ab_channel=HCBoz</a></li> </ul>	<ul> <li>Bow Arts school project example:         <ul> <li>https://bowarts.org/projects-stories/bygrove-stebon-textiles-project/</li> </ul> </li> <li>Examples of community quilts:         <ul> <li>https://queensmuseum.org/exhibition/making-community-story-quilts/</li> </ul> </li> <li>https://maahmg.org/exhibition/community-quilt-project-made-by-the-community-mahmg/</li> </ul> <li>https://www.artworkarchive.com/profile/peacequilts/artwork/granma-sonia-pours-coffee-grann-sonia-ap-koule-kafe</li> <li>Applique:         <ul> <li>https://www.youtube.com/watch?v=7Fn7scK9cyo&amp;ab_channel=StitchWithRachel</li> </ul> </li> <li>Sewing basics:         <ul> <li>https://www.youtube.com/results?search_query=sewing+basics</li> </ul> </li> <li>Joining the tiles together:         <ul> <li>https://www.youtube.com/watch?v=04iiKbmUeB4&amp;pp=ygUPbWFraW5nlGEgcXVpbHOg</li> </ul> </li>
Evaluate	Reflect on learning and provide feedback.	Reflect on learning and provide feedback.
Key Vocab	Surreal, perspective, narrative, storyboard, character development	Quilt, embroider, thread, needle, stitch (names), cohesive