



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<u>Painting</u> <u>James Rosenquist</u> <u>Stand-alone lessons</u> Firework art 6 lessons for exploring idea, experimenting with creating an abstract painting based on his work and then critiquing it in the last lesson in sketchbooks	<u>Drawing</u> <u>Gilles Trehin (artist with autism)</u> <u>Stand-alone lessons</u> Experimenting with lines 6 lessons for exploring idea, experimenting with creating a line work drawing based on his work and then critiquing it in the last lesson in sketchbooks	<u>Sketchbook focus</u> Some artists to look at: <u>Hayden Gardner (artist with autism), Janet Fish (food), Derek Overfield, Frida Khalo</u> <u>Stand-alone lessons</u> Developing their knowledge of using sketchbooks Looking at artist focus pages, vocab pages, experiment pages, and critique pages 1 lesson each week to build on their work each week, having 3 lessons on each aspect to give them time.		<u>Print Making</u> <u>J.M.W. Turner rain, steam and speed - great western railway</u> <u>Curriculum links</u> Salamanca art 4 lessons for exploring idea, experimenting with creating a piece of work using printing skills based on his work and then critiquing it in the last lesson in sketchbooks	<u>Collage/3D</u> <u>Hokusai, Claude Monet, Vincent van Gogh, Albert Bierstadt, Maggi Hambling (waves)</u> <u>Curriculum links</u> Sea pictures 4 lessons for exploring idea, experimenting with creating a piece of work using collage skills based on their work and then critiquing it in the last lesson in sketchbooks
	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To understand and identify the primary colours. To explore paint through the primary colours. To explore and experiment with different brush sizes. To explore mixing white and black with primary colours to create different shades and tones. To create abstract paintings using taught techniques. (2 lessons) 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To understand and identify different drawing tools. To explore shading with a B and 2B pencil. To experiment with simple crosshatching using a B and 2B pencil. To experiment with drawing thin, thick, soft and hard lines. To create a detailed line drawings using taught techniques. (2 lessons) 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. (4 lessons) To create a vocabulary rich page focused on taught techniques and skills. (2 lessons) To critique work created in Autumn term. (3 lessons) To use taught techniques and skills to experiment with different mediums, based on known great artists. (3 lessons) 		<u>Sequence of objectives</u> <ul style="list-style-type: none"> To understand and explore different printing tools. Including: sponges, rollers, stamps, hands, leaves, flowers, plants, other found objects. (2 lessons) To create a painting created with printing tools using taught techniques. (2 lessons) 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To experiment with papers to create different effects – by folding, scrunching, tearing, cutting, deconstructing, pleating and joining. (2 lessons) To create an abstract, 3D collage using taught techniques. (2 lessons)
2	<u>Drawing</u> <u>Ron Embleton</u> <u>Stand-alone lessons</u> fine art 6 lessons for exploring idea, experimenting with creating a drawing based on his style of work and then critiquing it in the last lesson in sketchbooks	<u>Collage</u> <u>Kurt Schwitters, Elizabeth Gower and Hannah Hoch</u> <u>Stand-alone lessons</u> 6 lessons for exploring idea, experimenting with creating a collage based on their style of work and then critiquing it in the last lesson in sketchbooks	<u>3D</u> <u>Ulla-Stina Wikander</u> <u>Stand-alone lessons</u> 4 lessons for exploring idea, experimenting with creating a class piece using sewing skills based on her work and then critiquing it in the last lesson in sketchbooks Making a quilt of sorts to then cover an everyday object.	<u>Print making</u> <u>Minnie Evans</u> <u>Stand-alone lessons</u> Symmetrical artwork, using paint to create a design on one side of card and then pressing the two sides together to create a detailed symmetrical image when together 6 lessons for exploring idea, experimenting with creating a symmetrical painting based on her style of work and then critiquing it in the last lesson in sketchbooks	<u>Sketchbook focus/Painting</u> <u>Michael Armitage</u> <u>Curriculum links to Kenya</u> 4 lessons on Michael Armitage, researching his and creating artist focus pages in sketchbooks – first half term 4 lessons for exploring idea, experimenting with creating a painting based on his work and then critiquing it in the last lesson in sketchbooks	
	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To use previously taught pencils and skills. To explore using a 3B pencil with previously taught pencils. To create shades and shadows with crosshatching using a B, 2B and 3B pencil. To develop skills with drawing thin, thick, soft and hard lines. 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To explore using images from different mediums to create abstract images. (2 lessons) To develop skills with papers to create different effects – by folding, scrunching, tearing, overlapping, cutting, deconstructing, pleating and joining. (2 lessons) 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To experiment with different materials and sewing through them with a running stitch. (2 lessons) To create a collage of work created using taught techniques. (2 lessons) 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To experiment creating symmetrical images with paint and other mediums on paper. (3 lessons) To choose a medium to practice creating ideas using taught methods. To create a painting created with taught techniques. (2 lessons) 	<u>Sequence of objectives</u> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. (3 lessons) To create a vocabulary rich page focused on taught techniques and skills. (1 lessons) To identify the primary colours. To explore layering paint using primary colours. To develop skills of mixing white and black with primary colours to create different shades and tones. 	

	<ul style="list-style-type: none"> To create a detailed line drawings using taught techniques. (2 lessons) 	<ul style="list-style-type: none"> To create a collage using taught techniques based on their artwork. (2 lessons) 			<ul style="list-style-type: none"> To create abstract paintings using taught techniques.
3	<p><u>Sketchbook focus/3D</u> <u>Shilpa Gupta</u> <u>Curriculum links to India</u></p> <p>Artist focus that will lead them into creating a sculpture with found objects</p> <p>4 lessons on Shilpa Gupta, researching her and creating artist focus pages in sketchbooks – first half term</p> <p>4 lessons for exploring idea, experimenting with creating a sculpture with objects found, creating a final sculpture and then critiquing their work in sketchbooks.</p>	<p><u>Painting</u> <u>Paul Cezanne</u> <u>Stand-alone lessons</u></p> <p>Composition paintings</p> <p>4 lessons for exploring idea, experimenting with creating composition in class with different objects and children creating paintings from different view points based on his work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Collage</u> <u>Megan Rhiannon (artist with autism)</u> <u>Stand-alone lessons</u></p> <p>Use her work as a basis for collage, cutting out block colours of card to put together to create a simple image.</p> <p>6 lessons for exploring idea, experimenting with creating a collage based on her work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Drawing</u> <u>Maira Kalman American illustrator</u> <u>Curriculum links to America</u> <u>Stand-alone lessons</u></p> <p>6 lessons for exploring idea, experimenting with creating a drawing based on her style of work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Print making (Styrofoam printing)</u> <u>William Blake American Print maker</u> <u>Curriculum links to America</u> <u>Stand-alone lessons</u></p> <p>6 lessons for exploring idea, experimenting with creating a Styrofoam print based on his style work and then critiquing it in the last lesson in sketchbooks</p>
	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. (3 lessons) To create a vocabulary rich page focused on taught techniques and skills. (1 lessons) To experiment with different ways to join found objects. (2 lessons) To create a found object 3D sculpture using taught techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To understand and identify the secondary colours. To explore shades and tones through the primary and secondary colours. To create compositional paintings using taught techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore using images and blocks of colours in different mediums to create abstract images. (2 lessons) To develop skills with papers to create different effects – by folding, scrunching, tearing, overlapping, cutting, deconstructing, pleating and joining. (2 lessons) To create a collage using taught techniques based on their artwork. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore using different drawing tools; charcoal, pen, crayon, chalk and pastels. To explore using a 4B pencil with previously taught pencils. To create shades and shadows to create a 3D shape with crosshatching using a B, 2B, 3B and 4B pencil. To develop skills with drawing thin, thick, soft and hard lines. To create a detailed line drawings using taught techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To develop different printing skills with different tools. Including: sponges, rollers, stamps, hands, leaves, flowers, plants, other found objects. To experiment with Styrofoam as a medium. To explore using tools to press designs into the Styrofoam to create an image. To explore creating images in Styrofoam and then printing images after rolling paint onto the Styrofoam. To create a Styrofoam print with two colours, using taught techniques. (2 lessons)
4	<p><u>Sketchbook focus/Painting</u> <u>Salvador Dali</u> <u>Stand-alone lessons</u></p> <p>4 lessons on Salvador Dali, researching his and creating artist focus pages in sketchbooks – first half term</p> <p>4 lessons for exploring idea, experimenting with creating a surrealist painting based on his work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Drawing</u> <u>Frank Lloyd Wright, Zaha Hadid and Antoni Gaudi</u> <u>Stand-alone lessons</u></p> <p>Focus on architecture artists</p> <p>6 lessons for exploring idea, experimenting with creating a architecture drawings based on one of their styles of work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Collage</u> <u>May Ray</u> <u>Stand-alone lessons</u></p> <p>Using images of themselves that they take with an iPad to then print and use within another photograph to create physical collages.</p> <p>4 lessons for exploring idea, experimenting with creating photography collage based on her work and then critiquing it in the last lesson in sketchbooks.</p>	<p><u>3D/Painting</u> <u>Edgar Degas bronze sculptures</u> <u>Curriculum links via outcome</u> <u>Stand-alone lessons</u></p> <p>Shang Dynasty bronze pottery</p> <p>6 lessons for exploring idea, experimenting with creating a ‘bronze’ clay pot based on his style of work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Print making (Monoprinting)</u> <u>Marc Chagall, Nancy Crow and Tracey Emin</u> <u>Use the technique to create hieroglyphics</u> <u>Stand-alone lessons</u></p> <p>6 lessons, lessons for exploring idea, experimenting with creating a painting based on their work and then critiquing it in the last lesson in sketchbooks</p>
	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. (3 lessons) To create a vocabulary rich page focused on taught techniques and skills. (1 lessons) To develop skills of creating different shades and tones through the primary and secondary colours. To explore creating washes as a base for paintings. To create surrealist paintings using taught techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To use previously taught drawing skills and explore drawing proportions and explore drawing single- and two-point focal point drawings. To explore using a 5B pencil with previously taught pencils. To create shades, shadows and 3D shapes and objects with 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To develop skills with different materials to create different effects – by folding, scrunching, tearing, overlapping, cutting, deconstructing, pleating and joining. To take photographs of themselves, using taught skills to create physical abstract 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. To experiment with different pot making techniques including, pinch pots and coiling. (2 lessons) To create clay pots using their taught techniques. 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To develop different printing skills with different tools. Including: rollers, pencils and brushes. To experiment with monoprinting. (3 lessons) To create a final monoprint with two colours, using taught techniques. (2 lessons)

		<p>crosshatching using a B, 2B, 3B, 4B and 5B pencil.</p> <ul style="list-style-type: none"> To develop skills with drawing thin, thick, soft and hard lines. To create a detailed line drawings using taught techniques. (2 lessons) 	collages using different images of themselves. (3 lessons)	<ul style="list-style-type: none"> To paint clay pots in black and layered with gold brush strokes to create the bronze effect. (2 lessons) 	
5	<p><u>3D/Painting</u> <u>Exekias, Berlin Painter, Andokides, John Beazley</u> Curriculum links <u>Stand-alone lessons</u> Clay Greek vases 6 lessons for exploring idea, experimenting with creating a clay vases based on their work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Collage</u> <u>Michelangelo, Marcel Duchamp, Edgar Degas, Jeff Koons</u> Curriculum links <u>Stand-alone lessons</u> Sketchbook focus on sculptures and designers, using collage techniques to create their sketchbook pages. 6 lessons looking at their art work and styles, critiquing it and adding to their vocab pages.</p>	<p><u>Design/Drawing/collage</u> <u>Laurel True/Antoni Gaudi</u> Curriculum links <u>Stand-alone lessons</u> 6 lessons for exploring idea, experimenting with creating a mosaics based on their work and then critiquing it in the last lesson in sketchbooks Mosaics using paper and materials, not clay</p>	<p><u>Print making (Screen printing)</u> <u>Andy Warhol and Robert Rauchenberg</u> <u>Stand-alone lessons</u> 6 lessons for exploring idea, experimenting with creating a screen print based on their work and then critiquing it in the last lesson in sketchbooks</p>	<p><u>Painting/Sketchbook focus</u> <u>David Hockney</u> Curriculum links 4 lessons on David Hockney, researching his and creating artist focus pages in sketchbooks – first half term 4 lessons for exploring idea, experimenting with creating a painting based on his work and then critiquing it in the last lesson in sketchbooks</p>
	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To develop skills of creating paintings with primary and secondary colours. To explore complimentary and contrasting colours. To develop different pot making techniques including, pinch pots and coiling. (2 lessons) To create Greek inspired clay pots using their taught techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore using paper and collage materials to create abstract images layered over paintings and drawings. (2 lessons) To develop skills with papers to create different effects – by folding, scrunching, tearing, overlapping, cutting, deconstructing, pleating and joining. (2 lessons) To create a collage background to enhance a painting or drawing, using taught techniques based on their artwork. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To use previously taught drawing skills for proportion, single- and two-point focal point drawings. To explore using a 6B pencil with previously taught pencils. To create shades, shadows and 3D shapes, objects and buildings with crosshatching and focal points using a B, 2B, 3B, 4B, 5B and 6B pencils. To develop skills with drawing focal points, foreground, middle ground and background. To create a detailed designs using taught drawing and collage techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To experiment with screen printing techniques. (4 lessons) To create a final screen print with three colours, using taught techniques. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. (3 lessons) To create a vocabulary rich page focused on taught techniques and skills. (1 lessons) To develop skills of creating paintings with primary, secondary and complimentary colours. To develop the skills of creating washes as a base for paintings. To create abstract paintings using taught techniques. (2 lessons)
6	<p><u>Drawing</u> <u>Kathe Kollwitz, Leon Kossoff and Henry Moore</u> Curriculum link via the image created 6 lessons for exploring idea, experimenting with creating a charcoal drawing based on their work and then critiquing it in the last lesson in sketchbooks Charcoal drawings</p>	<p><u>Print making/Painting/Design supported by a narrative/puppetry/3D/Collage</u> <u>Yoshuda Tamao, Yoshida Minosuke and Yoshida Bunjaku</u> Curriculum links via outcome <u>Stand-alone lessons</u> 6 lessons for exploring idea, experimenting with creating a narrative and puppets based on their work and then critiquing it in the last lesson in sketchbooks Completed before SATs (Spring 2 should be free from lessons) Human impact on life and the environment. Making a storyline as a class and working in groups to create different Japanese inspired puppets. (Bunraku)</p>			<p><u>Sketchbook focus/3D</u> <u>Mimar Sinan</u> Curriculum link Architecture in Islam 4 lessons on David Mimar Sinan, researching his and creating artist focus pages in sketchbooks 4 lessons for exploring idea, experimenting with creating a geometrical card sculpture based on his work and then critiquing it in the last lesson in sketchbooks These can be completed across the whole term once SATs have been completed</p>
	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To use previously taught drawing skills for proportion, single- and two-point focal point drawings. To explore drawing skills through charcoal as a medium. (2 lessons) 	<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To use previously taught drawing, painting, printing and collage to experiment with different techniques to create a Japanese inspired puppet. To create a fictional story narrative. To use previously taught techniques to create a Japanese inspired puppet that links to the fictional narrative. (3 lessons) To use previously taught techniques and skills to make a collaborative backdrop for the puppets to preform in front of. 			<p><u>Sequence of objectives</u></p> <ul style="list-style-type: none"> To explore great artists and understand the historical and cultural development of their art forms. (3 lessons) To create a vocabulary rich page focused on taught techniques and skills. (1 lessons) To experiment creating geometrical shapes from card. To experiment joining card shapes with different joining techniques.

	<ul style="list-style-type: none"> • To create detailed drawings with focal points using a B, 2B, 3B, 4B, 5B and 6B pencils. • To develop skills with drawing focal points, foreground, middle ground and background. • To create a detailed designs using taught drawing and collage techniques. (2 lessons) 		<ul style="list-style-type: none"> • To create geometrical structures using taught techniques. (2 lessons)
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All work (except final pieces – these should be photographed) should be put into sketchbooks, they are not meant to be perfect, they are there for experiments and recording ideas.

A range of **51 Artists** from all walks of life, covered from Year 1 to Year 6.

Drawing, painting, collage, 3D, print making and sketchbook skills all developed each year to show progression over time.

Vocab linked to each medium, developing each year.

Children will learn about the Art movement timeline throughout school.

National Curriculum Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Please use the objectives below to link to your Art focus.

Here is an example:

Many of the objectives below will overlap and in a single lesson you may cover a number of objectives, for example: Year 3 Spring 1, covers Lowry as the artist and painting. They will record findings in a sketchbook while being taught about an artist and in another lesson, they will record findings and experiments of painting techniques while still exploring an artist.

National Curriculum Key Stage 1 objectives:

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum Key Stage 2 objectives:

On top of the objectives covered in key stage 1 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.