

Reception/Year 1

Term	Autumn		Spring		Summer	
Topic	Exploring colour	Sensory art	Self-Portraits (Year 1)	Pattern and texture	Shape (Year 1)	Sculpture (Year 1)

Year 2

Term	Autumn		Spring		Summer	
Topic	Exploring colour		Complementary and Analogous		Contemporary Art	Collage

Year 3

Term	Autumn		Spring		Summer	
Topic	Mark making		Cubism		Sculpture - Clay	Performance Art

Year 4

Term	Autumn		Spring		Summer	
Topic	Proportions		Continuous Line		Mosaics	Bold Outlines

Year 5

Term	Autumn		Spring		Summer	
Topic	Colour		Mark Making		Proportions	Sculpture - Clay

Year 6

Term	Autumn		Spring		Summer	
Topic	Changes in Art - Manga		Pointillism		Changes in Art - Italian to Harlem Renaissance	Art with purpose - Banksy

# Art - Reception

<p><b><u>Artist</u></b> Jackson Pollock</p>	<p><b><u>Medium</u></b> Poster Paint and others of choice</p>			<p><b><u>Art Style</u></b> Abstract</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Sensory Art</b></p>			<p><b>Future Knowledge</b></p>
<p>N/A</p>	<ul style="list-style-type: none"> <li>- Look at various different Jackson Pollock paintings and discuss with children</li> <li>- How could we recreate the look?</li> <li>- Could discuss the types of colours they might like to use - do some colours work better together than others?</li> <li>- Start by creating artwork inspired by pollock with paint flicking type techniques and move on to explore other methods of creating art</li> <li>- E.g finger painting, shaving foam and dye, colour sand layers, food colouring bubble blowing, stained and crushed egg shells etc</li> </ul>			<p>Colour theory and colour mixing</p> <p>Further Abstract artists</p>
	<p><b>All</b> Will create artwork using various different mediums and techniques</p>	<p><b>Most</b> Will attempt to adjust and refine their techniques based on the medium (e.g not just dragging finger over page like a paint brush, but also stamping etc)</p>	<p><b>Some</b> Notice that certain colours work better together and may notice that certain colours mix to create others</p>	

**Developing**

**Embedded**

# Art - Reception

<p><b><u>Artist</u></b> N/A</p>	<p><b><u>Medium</u></b> Poster Paint</p>		<p><b><u>Art Style</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Exploring Colour</b></p>		<p><b>Future Knowledge</b></p>
<p>N/A</p>	<ul style="list-style-type: none"> <li>- Can they name the colours of the rainbow?</li> <li>- Find objects/food etc of specific colours</li> <li>- Can they recreate a physical rainbow out of objects found around them?</li> </ul> <p>Year 1 Objective -</p> <ul style="list-style-type: none"> <li>- Attempt to recreate colour of an object using basic colour mixing</li> </ul>		<p>Colour theory and colour mixing</p>
	<p><b>All</b> Be able to identify objects of various colours</p>	<p><b>Most</b> Notice that colours come in different tones. (That red is darker than that red etc)</p>	

**Developing**

**Embedded**

# Art - Reception

<p><b><u>Artist</u></b> N/A</p>	<p><b><u>Medium</u></b> Poster paint</p>			<p><b><u>Art Style</u></b> N/A</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Pattern and texture</b></p>			<p><b>Future Knowledge</b></p>
<p>N/A</p>	<ul style="list-style-type: none"> <li>- Point out various patterns and textures which can be noticed (the carpet is stripey, do all your shoe prints have the same pattern? Items of clothing etc) Can they find objects that are stripey? Do they all look the same? Wider stripes/narrow stripes, different colours etc</li> <li>- Explore the texture of various objects, experiment with the pattern this leaves on paper when using rubbing technique - bark, the carpet, the playground, fence post etc</li> <li>- Experiment with adding paint to objects and them stamping onto paper - toy vehicles, leaves, flowers, cotton wool, sponges, textured rollers etc</li> <li>- Can they use these different techniques to create a picture using various different patterns and textures? E.g stamp leaves and take a rubbing of bark to create a tree picture etc</li> </ul>			<p>Colour theory and colour mixing</p> <p>Further Abstract artists</p> <p>Use of pattern and texture making skills</p>
	<p><b>All</b> Will notice that different materials have different textures and patterns but that not all patterns will look exactly the same.</p>	<p><b>Most</b> Will try to use pattern and texture with reasoning (want to add this pattern to look like water etc)</p>	<p><b>Some</b> Will show some understanding of a range of techniques that can be used in their composition</p>	

**Developing**

**Embedded**

# Art - Year 1

<u>Artist</u> N/A	<u>Medium</u> Pencil						<u>Art Style</u> N/A
<b>Prior knowledge</b>	<b>Current Knowledge- Self-portraits</b>						<b>Future Knowledge</b>
Basic colour mixing Pattern and texture exploration	What key features are there in the face?  Can they recreate a face out of facial feature pieces?	Find shapes within a face.  Print off different faces of different ethnicities etc and encourage children to find which shapes are closest to the eye/nose/mouth shape of that person. Might be easiest to do this with physical shape pieces for easy comparison. Do they need	Print off one picture of a face (could link to other topic) and encourage children to draw on the shapes they see. What shapes can you see in the eyebrows? In the hair? Etc  Lots of modelling first to avoid children just outlining the facial features. - might need to draw around shapes if this is too tricky	(use mirrors) Draw what you see, one stage at a time. What shape is your face? What shape are your eyes? What shape is your nose? What shape is your mouth? Where are they on your face? Etc  What will you change next time? Why is practicing so important?	Remind selves of what they would like to improve on from their last piece (eyes too small, mouth in wrong place etc) and attempt again.  Evaluate and critique. Children go and draw one final draft. Colour with pencil and autograph.	Set up miniature art gallery in classroom and encourage children to discuss their pieces with their friends. Class to also offer helpful feedback of what has worked well.	Shape  Portraits  Critique and feedback skills

# Art - Year 1

<p><b>Artist</b> Kandinsky/ Gillian Ayres</p> <p>Joan Miro</p>	<p><b>Medium</b> Collage and pencil</p>					<p><b>Art Style</b> Abstract</p>	
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Shape</b></p>					<p><b>Future Knowledge</b></p>	
<p>Basic colour mixing</p> <p>Pattern and texture exploration</p>	<p><b>Artistic knowledge</b></p> <p>What are the primary colours? Why are they different? How do we make the secondary colours?</p> <p>Children to experiment with mixing primary colours together to create the</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who are Kandinsky and Ayres. What do they have in common? What do you like about their art? What would you change? Brief look and discussion of other abstract art</p>	<p><b>Collage Skills</b></p> <p>Have a few of Kandinsky and Ayres' artwork pieces out on display to act as inspirational pieces.</p> <p>Children use offcuts of paper as well as cutting their own shapes to create their own piece inspired by their favourite Kandinsky/Ayres piece.</p>	<p><b>Same style, different artist</b></p> <p>Look at Joan Miro. What do he have in common with Ayres and Kandinsky? What do you like about his art? What would you change?</p> <p>Which is their favourite Miro piece? Why? What would they change?</p>	<p><b>Critique feedback and start again</b></p> <p>Start with recap of squiggle game, in particular the second half of the game. Once children are feeling more confident with this, they can have a go at using this to create a picture in the style of Miro</p>	<p><b>Finish and evaluate</b></p> <p>Set up miniature art gallery in classroom and encourage children to discuss their pieces with their friends. Class to also offer helpful feedback of what has worked well.</p>	<p>Colour mixing</p>

# Art - Year 1

<p><b>Artist</b> Ptolemy Elrington (animals)</p> <p>Yuken Teruya (trees)</p>	<p><b>Medium</b> Scrap material</p>						<p><b>Art Style</b> Sculpture</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Junk modelling</b></p>						<p><b>Future Knowledge</b></p>
<p>Finding shape</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who are Elrington and Teruya. What do they do that is similar? What do they do that is different from each other? Have you ever seen any sculptures?</p>	<p><b>Technical knowledge</b></p> <p>Experiment with joining techniques.</p> <p>How could you create a curved shape? How could you join a round object to a flat object?</p> <p>Model and</p>	<p><b>Design</b></p> <p>Design what they would like to create and discuss the plausibility of their ideas.</p> <ul style="list-style-type: none"> <li>- How will you join those two parts?</li> <li>- How will you create that shape?</li> </ul> <p>Etc</p>	<p><b>Creating</b></p> <p>Children to begin creating their sculptures. Do they need to adjust or alter their plan in any way? Why? How would you design it differently next time?</p>	<p><b>Finish and decorate</b></p> <p>May wish to paint and decorate which could be done with paint, collage or resources from nature etc</p>	<p><b>Finish and evaluate</b></p> <p>Set up miniature art gallery in classroom and encourage children to discuss their pieces with their friends. Class to also offer helpful feedback of</p>	<p>Sculpture and 3D art</p>

# Art - Year 2

<p><b>Artist</b> Piet Mondrian</p>	<p><b>Medium</b> Poster paint</p>					<p><b>Art Style</b> Modern art/Abstract</p>	
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Exploring colour</b></p>					<p><b>Future Knowledge</b></p>	
<p>Basic colour mixing and matching</p> <p>abstract drawing</p>	<p><b>Artist</b> Recap the colour wheel. Look at Piet Mondrian and discuss as a class – likes, dislikes, colour choices, what else is it similar to? Compare to other abstract artists (See Y1 Models) and note how they are similar/dissimilar.</p>	<p><b>Technical knowledge</b> Practice drawing the straight lines and boxes. Will also want to experiment with where they are placing the colour and which squares will be left white. Use large practice piece of paper for this so they can see their smaller scale</p>	<p><b>Create</b> Draw out segments using a ruler (tape may help with this depending on what they are painting on) and fill in with primary colour paints.</p>	<p><b>Technical Knowledge</b> Draw on primary colour knowledge to warm and cool tones. How do they make you feel? Which tones might you use to paint a sad scene, an angry scene etc. Which tones might you use to paint a sunny day?</p>	<p><b>Create</b> Experiment with painting the same picture (can be child's choice of what has inspired them, or link to topic – seasons?) in the two different tones – split in half for optimum comparison and effect. How do the colours change how the picture looks and feels?</p>	<p><b>Finish and evaluate</b> Set up miniature art gallery in classroom and encourage children to discuss their pieces with their friends. Class to also offer helpful feedback of what has worked well.</p>	<p>Continuous line drawing</p> <p>Complementary and analogous colours</p> <p>Use of colour theory knowledge</p>

# Art - Year 2

<p><b>Artist</b> Queenie McKenzie and Andy Warhol</p>	<p><b>Medium</b> Oil Pastels / tracing paper and pen</p>						<p><b>Art Style</b> Contemporary</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Complementary and analogous</b></p>						<p><b>Future Knowledge</b></p>
<p>Colour wheel Warm and cool tones Colour mixing</p>	<p><b>Analogous Colours</b>  Teach class how to find analogous colours on a colour wheel (group of three next to each other) and how they will be of similar tones. Look at Queenie McKenzie's artwork and her culture and how she uses a lot of</p>	<p><b>Technical knowledge</b>  Look using oil pastels - <a href="https://youtu.be/V7NjPX4EMoQ">https://youtu.be/V7NjPX4EMoQ</a>  Which analogous colours will they focus on? Which artwork piece are they most inspired by to replicate? (the artwork designed to replicate hills</p>	<p><b>Finish and evaluate</b>  Does their artwork look very different to their inspiration piece? What do they like about their art? What would they change? Share and discuss artwork of other members of the class, picking out things they have done well and modelling constructive feedback</p>	<p><b>Complementary colours</b>  Learn about the complementary colours on a colour wheel and how they are opposite to each other. Look an Andy Warhol's artwork and how he uses this. How is it different to McKenzie? Children discuss likes and dislikes.</p>	<p><b>Critique feedback and start again</b>  Look at using tracing paper to ensure each of their repeated pictures look the same. (could use a photo of their face/school badge/topic link?) Which complementary colours will they choose? Colour in using</p>	<p><b>Finish and evaluate</b>  Does their artwork look very different to their inspiration piece? What do they like about their art? What would they change? Share and discuss artwork of other members of the class</p>	<p>Use of colour theory</p>

# Art - Year 2

<p><b>Artist</b> Jean-Michel Basquiat</p>	<p><b>Medium</b> Chalk Pastels</p>						<p><b>Art Style</b> Contemporary</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Contemporary art</b></p>						<p><b>Future Knowledge</b></p>
<p>Oil pastels Colour theory</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Basquiat? Why is he important? How would you recognise one of his artworks? What does contemporary art look like? Compare to other contemporary art and discuss similarities and differences</p>	<p><b>Technical knowledge</b></p> <p>Experiment using chalk pastels. <a href="https://www.youtube.com/watch?v=Qs_dpP5lISg&amp;t=37s">https://www.youtube.com/watch?v=Qs_dpP5lISg&amp;t=37s</a></p>	<p><b>Practice and experiment</b></p> <p>Practice using the chalk pastels to replicate some of their favourite elements of Basquiat's artwork</p>	<p><b>First draft</b></p> <p>Discuss layering a piece of artwork - doing the background first. Design in pencil first.</p> <p>Design and create their own piece inspired by Basquiat's work.</p>	<p><b>Critique feedback and start again</b></p> <p>Assess their previous piece of work and decide what they would change/keep etc.</p> <p>Create a new piece focusing on improving those elements</p>	<p><b>Finish and evaluate</b></p> <p>Does their artwork look very different to their inspiration piece? What do they like about their art? What would they change? Share and discuss artwork of other members of the class, picking out</p>	<p>Use of pastels</p> <p>Further contemporary artists</p>

# Art - Year 2

<p><b>Artist</b> Matisse</p>	<p><b>Medium</b> Collage</p>						<p><b>Art Style</b> Impressionism</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Collage</b></p>						<p><b>Future Knowledge</b></p>
<p>Collage</p> <p>cool/warm tones Complementary and analogous colours</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Look at Matisse and what makes him a notable artist.</p> <p>How does this compare to other impressionist artists? What do they have in common?</p>	<p><b>Technical knowledge</b></p> <p>Cutting skills - moving the paper not the scissors.</p> <p>Practice cutting round and curvy shapes.</p> <p>Cutting the centre out of a shape.</p>	<p><b>Design</b></p> <p>What colour combinations will they use and why? Warm/cool/analogous/complementary?</p> <p>Prepare the cut outs of shapes they will need.</p> <p>Ensure they can see Matisse artworks for inspiration.</p>	<p><b>First draft</b></p> <p>Create a first draft of their artwork. Allow them to experiment and make mistakes to learn from.</p>	<p><b>Critique feedback and start again</b></p> <p>Could they have layered differently? Would they have placed certain shapes/colours in a different area?</p> <p>Discuss and remake.</p>	<p><b>Finish and evaluate</b></p> <p>What do they like about their art? What would they change? Share and discuss artwork of other members of the class, picking out things they have done well and modelling constructive feedback</p>	<p>Composition skills</p> <p>Layering an artwork</p> <p>Using colour</p>

# Art - Year 3

<p><b>Artist</b> Amrit Singh  Elizabeth Catlett</p>	<p><b>Medium</b> Art pencils Art pens</p>						<p><b>Art Style</b> Modern art  Harlem Renaissance</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Mark making and shading</b></p>						<p><b>Future Knowledge</b></p>
<p>Pattern and texture  Portraits</p>	<p><b>Who is the artist? What is their style?</b>  Who is Amrit Singh and what type of art does he create? How does this compare to other modern art pieces?  Practice using different patterns and line thicknesses to</p>	<p><b>Technical knowledge</b>  Take the practice and use to fill in an outline of their hand (or any other shape) with lots of different pattern types. Can they add different line thicknesses?</p>	<p><b>Shading</b>  Look and practice the different techniques of creating texture and shading (see foundation knowledge presentation). Practice using individually and then using combinations. How can you make the deeper shadows darker than the rest using</p>	<p><b>Artist and Practice</b>  Look at Elizabeth Catlett and her artwork  Her pieces created using printmaking have been made using various types of marks.  Practice adding and directing these marks on a picture of a face</p>	<p><b>Create</b>  Using their practices as reminders, create their own portrait using mark making techniques to show texture and shading.</p>	<p><b>Finish and evaluate</b>  What do they like about their art? What would they change? Share and discuss artwork of other members of the class, picking out things they have done well and</p>	<p>Shading techniques and mark making</p>

# Art - Year 3

<p><b><u>Artist</u></b> Picasso/Jacob Lawrence</p>	<p><b><u>Medium</u></b> Oil pastels</p>					<p><b><u>Art Style</u></b> Cubism</p>	
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Cubism and using shape</b></p>					<p><b>Future Knowledge</b></p>	
<p>Complementary and analogous colours Shape Oil pastels</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who are Picasso and Jacob Lawrence and what type of art did they create? How does this compare to other art of the time? How did Picasso's art change? How was Lawrence influenced by</p>	<p><b>Technical knowledge</b></p> <p>Using mostly only straight lined shapes. Cut up picture of a face and rearrange in Picasso style.</p> <p>Have a go at drawing the face they have created.</p>	<p><b>Practice and experiment</b></p> <p>Practice using oil pastels to different effects. To colour, to outline, smudging and blending.</p>	<p><b>First draft</b></p> <p>Using their favourite Lawrence or Picasso piece as inspiration, create a piece of artwork using cubism and oil pastels</p>	<p><b>Critique feedback and start again</b></p> <p>Could they have arranged anything differently? Why have they chosen the colours they have? What is their favourite part of their piece? What would they change?</p> <p>Discuss and remake.</p>	<p><b>Finish and evaluate</b></p> <p>What do they like about their art? What would they change? Share and discuss artwork of other members of the class, picking out things they have done well and modelling constructive feedback</p>	<p>Proportions, mosaics</p>

# Art - Year 3

<p><b>Artist</b> Yayoi Kusama</p>	<p><b>Medium</b> Clay and acrylic paint</p>						<p><b>Art Style</b> Sculpture</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Clay</b></p>						<p><b>Future Knowledge</b></p>
<p>Mark making Junk modelling - sculpture Poster paint</p>	<p><b>Who is the artist? What is their style?</b>  Who is Yayoi Kusama and why is she important? What other types of artwork does she create? - installation art (watch infinity mirrors room tour on YouTube) How has she used her art to help her with her mental</p>	<p><b>Technical knowledge</b>  Reminder on mark making - children to draw around object (can be their hand for ease) or their initials in bubble writing and roll dice to pick out various marks and shapes Yayoi Kusama typically uses (last slide of Yayoi presentation)</p>	<p><b>Practice and experiment</b>  Practice using the acrylic paints and mark making first and acrylic will be very different to poster paint. Experiment with using water to thin the paint out for paint washes for backgrounds. How do acrylics mix compared to poster? How does the shape and size of the brush affect the type of marks you</p>	<p><b>Create</b>  Create their pumpkin shapes. Encourage forming the shape out of the one piece as anything added is more likely to fall off. E.g the pumpkin stem can be pinched and twisted up and out rather than formed separately and added on. Explain to class that this is air drying clay so</p>	<p><b>Paint and decorate</b>  Clay will take a while to dry so painting will need to be a separate session. Children will want to paint wash first in their chosen base colour. How does Yayoi Kusama usually pair her base colour and mark making colour? (Pink and blue, white</p>	<p><b>Finish and evaluate</b>  What do they like about their pumpkins? What would they change? Do the colours they picked contrast nicely? Is the shape how they wanted it? Allow children to present and discuss their</p>	<p>Further use of acrylic paint Clay</p>

# Art - Year 3

<p><b>Artist</b> Shozo Shimamoto</p>	<p><b>Medium</b> Paint and various texture creating tools</p>					<p><b>Art Style</b> Performance art</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Performance art</b></p>					<p><b>Future Knowledge</b></p>
<p>Colour choices Pattern and texture Yayoi Kusama's installation art Pollock</p>	<p><b>What is the style?</b> What is performance art? <a href="https://www.youtube.com/watch?v=OiEr1QPShkE">https://www.youtube.com/watch?v=OiEr1QPShkE</a> Look into how the process can be just as much a part of the artwork as the finished product. Watch other performance artists <a href="https://www.youtube.com/watch?v=PYQesS ymv8l">https://www.youtube.com/watch?v=PYQesS ymv8l</a></p>	<p><b>Who is Shozo Shimamoto?</b>  Who is he and what did he do? <a href="https://www.youtube.com/watch?v=QJeopHRJzYw">https://www.youtube.com/watch?v=QJeopHRJzYw</a>  <a href="https://www.youtube.com/watch?v=PYQesS ymv8l">https://www.youtube.com/watch?v=PYQesS ymv8l</a>  Look at his pieces of artwork and the various techniques he</p>	<p><b>Practice and experiment</b>  Children practice and experiment on a smaller scale individually or in pairs using various techniques to apply paint (hands, brushes, tissue paper, paint flicking, pouring etc ) best done outside if possible as will likely get messy. Does moving the canvas create any new patterns?  Which techniques</p>	<p><b>Create</b>  As a class (or small groups depending on numbers) create a piece of performance artwork. Children can use various tools (brooms, balloons filled with paint, hands and feet and any other the children have discussed) to create a piece of performance art.  Members of the</p>	<p><b>Finish and evaluate</b>  Watch the performances back again and discuss as a class. How did the artwork turn out? What might they do differently next time?</p>	<p>Art with intent and large scale art</p>

# Art - Year 4

<p><b>Artist</b> Frida Kahlo</p>	<p><b>Medium</b> Acrylic paint</p>						<p><b>Art Style</b> Surrealism</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Using proportions</b></p>						<p><b>Future Knowledge</b></p>
<p>Acrylic paint Colour choice Colour matching</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Frida Kahlo and why was she significant? How does she compare to other surrealist painters and artists? likes/dislikes etc Which is your favourite piece and why? What do you notice about her style/colour</p>	<p><b>Technical knowledge</b></p> <p>Experiment with using techniques of scale and ratio to create correct proportions. Grid method <a href="https://www.art-is-fun.com/grid-method">https://www.art-is-fun.com/grid-method</a> Using pencil as measuring tool <a href="https://rapidfireart.com/2017/05/17/lesson-4-how-to-draw-with-accurate-pro">https://rapidfireart.com/2017/05/17/lesson-4-how-to-draw-with-accurate-pro</a></p>	<p><b>Practice and experiment</b></p> <p>With their chosen method (or a mixture) use a photo to create a self portrait. Focus on proportions and placement to begin with and allow multiple drafts and edits. Facial proportion thirds will be helpful here too <a href="https://juliannakunstler.com/art2_portrait.html">https://juliannakunstler.com/art2_portrait.html</a></p>	<p><b>Paint background</b></p> <p>Backgrounds will be easiest to paint first as acrylic will layer over mistakes. Ensure children who have used a pattern are thinking about how that pattern would look behind their portrait. Sketching lightly in pencil over their portrait can help assure the</p>	<p><b>Paint portrait</b></p> <p>Check over what they have already accomplished</p> <p>Use colour mixing to try and create a tone similar to their own personal skin tone (their are skin tone poster paints which may be easier to work with and children can add more yellow/pink as</p>	<p><b>Finish and evaluate</b></p> <p>Finish off any painting and evaluate. Encourage presentation and discussion and model constructive feedback and praise.</p>	<p>Portraiture Drawing faces/people Further acrylic paint use</p>

# Art - Year 4

<p><b>Artist</b> Quentin Blake</p>	<p><b>Medium</b> graphite/charcoal watercolours</p>						<p><b>Art Style</b> Illustration</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- mixed mediums and continuous line</b></p>						<p><b>Future Knowledge</b></p>
<p>Chalk pastels Mark making</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Quentin Blake and where might you know him from? How would you recognise his illustrations? Look at other illustrators and their individual styles (Nick Sharratt, Beatrix Potter, E.H Shepard, Charles M. Schulz</p>	<p><b>Technical knowledge</b></p> <p>Practice using continuous line to create a picture. What effect does not taking the pencil off the page, have on the artwork? Can they add shading still using continuous line? Can they draw their partner/selves in continuous</p>	<p><b>Practice and experiment</b></p> <p>Experiment with water colours - using the right amount of liquid for a strong colour that is easy to apply. Encourage experimentation and sharing of tips they have found. How does Quentin Blake use colour to fill space in his drawings?  Practice applying colour with their continuous line</p>	<p><b>First draft</b></p> <p>Either using a favourite illustration as inspiration or using a scene from favourite book/class book, children create a first draft using charcoal (if possible) and water colour to create a picture in similar style to Quentin Blake.  How does Blake add colour to backgrounds</p>	<p><b>Critique feedback and start again</b></p> <p>Critique their first draft and decide what they would like to improve on for their final piece. Layering? Background first? Colour choice? Application method? Paint brush size? Proportions of drawing etc.</p>	<p><b>Finish and evaluate</b></p> <p>Children finish artwork and present and discuss in class. May wish to present to whole class or could use sticky note system and allow children to write a comment on sticky note beneath artwork.</p>	<p>Further water colour use  Art for differing purposes</p>

# Art - Year 4

<p><b>Artist</b> Laurel True</p>	<p><b>Medium</b> Tiles</p>					<p><b>Art Style</b> Mosaic</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Mosaics (can link to Romans topic)</b></p>					<p><b>Future Knowledge</b></p>
<p>Using colour Sculpture</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is the artist? Why are they important? What artworks have they completed? Which is your favourite artwork? Least favourite? Why?</p> <p>(make sure school have ordered the tile</p>	<p><b>Technical knowledge</b></p> <p>Learn about the skills needed for shaping the tile, creating a cohesive design (using colour tone to add depth and shading) how to lay it down and seal it in.</p> <p>Lots of modelling will be needed.</p> <p>They can</p>	<p><b>Practice and experiment</b></p> <p>Children practice shaping/cutting the tile safely and placing the pieces into designs using varying colours tones and colours to create a cohesive design.</p> <p>Cut out a cardboard shape for the tiles to be stuck to.</p>	<p><b>First draft</b></p> <p>Once they have created a design they are happy with, they can then start to lay the tile onto the cardboard using tile adhesive and will want to fill in the gaps once finished.</p>	<p><b>Finish and evaluate</b></p> <p>Once mosaic is finished, evaluate and share with class.</p>	<p>Pointillism</p>

# Art - Year 4

<b>Artist</b> Roy Lichtenstein	<b>Medium</b> Art markers (copic marker)						<b>Art Style</b> Pop art
<b>Prior knowledge</b>	<b>Current Knowledge- Bold outlines</b>						<b>Future Knowledge</b>
Facial proportions Mark making Colour theory	<b>Who is the artist? What is their style?</b>  Who is the artist? Why are they important? What artworks have they completed? Which is your favourite artwork? Least favourite? Why? How does their work compare to other pop artists?	<b>Technical knowledge</b>  Using art pens and how to fill in colour with them. <a href="https://www.youtube.com/watch?v=bLn8t9iEouw">https://www.youtube.com/watch?v=bLn8t9iEouw</a> - for teacher to watch  Finding a similar tone of a colour to add the dot details Lichtenstein uses.	<b>Practice and experiment</b>  Will be easiest to practice first creating an action scene with words like pop, boom, wham etc where children can focus on creating the bold lines and filling the colour/adding the dots without worrying about facial expression/proportions etc yet.	<b>First draft</b>  What will they draw? What colours will they use? Lichtenstein uses a lot of primary colours to keep it bold.  Children may need reminding of how to draw a face from their Frida Kahlo unit to help them draw a face. Although they may be more inspired by	<b>Critique feedback and start again</b>  Evaluate how their first draft has gone and what they would like to improve. Are the lines bold? Are the colours bright?	<b>Finish and evaluate</b>  Take what they would like to improve on and try again, creating a final draft. Children can then present/share their work with their peers and discuss things they have changed/kept the same etc	Pointillism Illustration (manga) Bold lines



# Art - Year 5

<p><b>Artist</b> Jean-Michel Basquiat</p>	<p><b>Medium</b> Chalk pastels</p>						<p><b>Art Style</b> Contemporary</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Colour</b></p>						<p><b>Future Knowledge</b></p>
<p>Colour theory Use of pastels Layering an artwork Proportion Mark making</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Basquiat and why is he important? What did he do in his life? How does his work compare to other contemporary artists/art?</p> <p>Which is their favourite piece? Why? Which is least favourite?</p>	<p><b>Technical knowledge</b></p> <p>Recap -Primary and secondary colours (what they are and how to mix - can they colour match?) Analogous and Complementary colours Warm and cool tones How to mix</p>	<p><b>Practice and experiment</b></p> <p>Using pastels - <a href="https://www.google.co.uk/search?q=using+chalk+pastels&amp;safe=active&amp;ssui=on#kpvalbx=_aB3TYLv2Bpb1gAaEzrqgCA24">https://www.google.co.uk/search?q=using+chalk+pastels&amp;safe=active&amp;ssui=on#kpvalbx=_aB3TYLv2Bpb1gAaEzrqgCA24</a> How to layer a piece of artwork - doing the background first Dark colour or lighter colour first?</p>	<p><b>First draft</b></p> <p>Create a first draft inspired by their favourite Basquiat piece. Use chalk pastels and get used to adding a background first to avoid the difficulty of having to colour around their design. Use loose, rough shapes to create the street art style and add lots of colour and overlapping</p>	<p><b>Critique feedback and start again</b></p> <p>What are their favourite elements of their artwork? Were there any that didn't work in the piece? Were the colour choices bold and vibrant? What do they like about their first draft? What do they dislike? What will they change?</p>	<p><b>Finish and evaluate</b></p> <p>Finish artwork and evaluate their last product. Encourage and model peer feedback that is helpful and constructive.</p>	<p>Further use of pastels Use of layering an artwork Art with a purpose Colour choice/theory</p>

# Art - Year 5

<p><b>Artist</b> Elizabeth Catlett</p>	<p><b>Medium</b> Art pencils</p>						<p><b>Art Style</b> Harlem Renaissance</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Mark Making</b></p>						<p><b>Future Knowledge</b></p>
<p>Mark making Shading</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Elizabeth Catlett? Why is she significant? What did she do in her life? How does her work compare to other Harlem Renaissance artists? Which is their favourite piece? Why did she</p>	<p><b>Technical knowledge</b></p> <p>Hatching, cross hatching, stippling, contour lines Type of art pencil hardness Shading and smudging</p> <p>Facial thirds - <a href="https://juliannaakunstler.com/art2_portrait">https://juliannaakunstler.com/art2_portrait</a>.</p>	<p><b>Practice and experiment</b></p> <p>Create the illusion of shadow through the use of mark making (hatching, cross-hatching, stippling, contour etc). Experiment how these effects are altered depending on the type of pencil being used.</p>	<p><b>First draft</b></p> <p>Using the facial thirds rule, draw face and add various different marks to show texture, direction and shading. Encourage rubbing out and editing throughout.</p> <p>Use black paper with white pencils to create full effect. If you do this, encourage</p>	<p><b>Critique feedback and start again</b></p> <p>Look over their previous artwork and decide on what they would like to do better this time around.</p> <p>Try again focusing on improving their skills</p>	<p><b>Finish and evaluate</b></p> <p>Finish their artwork and evaluate. What went well. What would they do differently? Allow children to present their artwork if they choose.</p>	<p>Further mark making Use of art pencils Portraits Negative space</p>

# Art - Year 5

<p><b>Artist</b> Kehinde Wiley</p>	<p><b>Medium</b> Acrylic paint</p>					<p><b>Art Style</b> contemporar y/portrait</p>	
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Proportions</b></p>					<p><b>Future Knowledge</b></p>	
<p>Proportions Portraits Using ratio (See Y4 using proportions topic) Colour theory/matching Use of acrylic paint Artwork composition and layering</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Kehinde Wiley. Why is he important? What has he done in his life? How does his work compare to other contemporary/portraiture artists?</p> <p>Which is their favourite piece? Why? Which is least</p>	<p><b>Technical knowledge</b></p> <p>Facial proportions <a href="https://julianna.kunstler.com/art2_portrait.html">https://julianna.kunstler.com/art2_portrait.html</a></p> <p>Grid method <a href="https://www.art-is-fun.com/grid-method">https://www.art-is-fun.com/grid-method</a></p> <p>Using pencil as measuring tool <a href="https://rapidfireart.com/2017/05/17/lesson-4-how-to-draw-wit-h-accurate-pro">https://rapidfireart.com/2017/05/17/lesson-4-how-to-draw-wit-h-accurate-pro</a></p>	<p><b>Practice and experiment</b></p> <p>Adding a detailed background (do it first) with naturalistic imagery. What colours will they choose? Draw background first and then sketch person of choice on top (could link to topic - diverse person important in science/history to suit Wiley's usual muses) this will</p>	<p><b>First draft</b></p> <p>Children create a first draft of person of choice in style of Kehinde Wiley. Sketching background first, drawing in their person and then painting on top. May need reminder on how acrylics work. Encourage colour matching and mixing (especially if the person they are drawing is dark</p>	<p><b>Critique feedback and start again</b></p> <p>Critique what they have done so far. How could they improve? What has worked well? Encourage peer critique as well as individual. Children to take this and apply to last draft.</p>	<p><b>Finish and evaluate</b></p> <p>Once finished, share and present to class and encourage feedback. Could do a mini art gallery in the classroom and use sticky notes to encourage children to comment on each others art</p>	<p>Further use of proportion techniques Further use of acrylic paint Further colour matching Layering artwork</p>

# Art - Year 5

<p><b><u>Artist</u></b>          Maria          Montoya          Martinez</p>	<p><b><u>Medium</u></b>          Clay</p>						<p><b><u>Art Style</u></b>          Sculpture</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Sculpture</b></p>						<p><b>Future Knowledge</b></p>
<p>Use of clay          Acrylic paint</p>	<p><b>Who is the artist? What is their style?</b></p> <p>How is Maria Montoya Martinez? Why is she important?          The importance of the style and pots in Native American culture.</p>	<p><b>Technical knowledge</b></p> <p>Using acrylic paint</p> <p>Creating a paint wash by thinning with water</p> <p>Colour mixing</p> <p>Layering colours</p>	<p><b>Practice and create</b></p> <p>Working with clay          Indenting patterns</p> <p>Encourage children to remould if shape is not to their liking</p>	<p><b>Paint</b></p> <p>Do a black paint wash over the pot.</p> <p>Once dry, children will need to cut out and stick the shapes they would like to stay black matte onto the pot ready to varnish</p>	<p><b>Varnish</b></p> <p>Mix a dark grey paint wash with glue to create a shiny varnish and paint over the pot and stuck on shapes.</p> <p>Once dry, carefully peel off the shapes to reveal the black matte underneath. May wish to paint over the black again to</p>	<p><b>Finish and evaluate</b></p> <p>Hold a miniature art exhibit in the classroom and display each others pots.</p> <p>What went well.          What would they do differently?</p>	<p>Art with cultural significance</p>

# Art - Year 6

<b>Artist</b> Katsushika -> Osamu Tezuka	<b>Medium</b> Pencil						<b>Art Style</b> Manga
<b>Prior knowledge</b>	<b>Current Knowledge- Cultural style</b>						<b>Future Knowledge</b>
Proportions Illustrations Mark making Colour theory and choice Shading Layering artwork	<b>Who is the artist? What is their style?</b>  Learn about the origins and changes to manga from Katsushika to more recent artist Osamu Tezuka.  Learn about the art style and how anime characters are typically drawn but how there is also individual style within the genre.  Why did Manga develop?	<b>Technical knowledge</b>  Facial proportions differ in manga style and this will need to be taken into account <a href="https://www.youtube.com/watch?v=1pAhgquFKY">https://www.youtube.com/watch?v=1pAhgquFKY</a> Shading and colouring with pencils - holding	<b>Practice and experiment</b>  Allow children practice to draw characters in differing positions/differing facial expression first (artist model may be useful here- in stock cupboard)  What could their manga comic strip look like? Will each segment be the	<b>First draft</b>  Children to create a first draft, think about the layering and order they will draw things in - <a href="https://www.youtube.com/watch?v=8WHcSSY6J8k">https://www.youtube.com/watch?v=8WHcSSY6J8k</a> Notice how they are using practice sketches and editing, reworking their work How they use line to help with	<b>Critique feedback and start again</b>  Discuss their previous piece of work and evaluate. What went well, what would they like to improve on? Could do this as a class with modelling and emphasis on feedback being helpful.	<b>Finish and evaluate</b>  Children to have a go at a second draft focusing on improving on their previous piece of art.  Could present at the end or have a mini art gallery in classroom.	

# Art - Year 6

<p><b><u>Artist</u></b> Italian - Raphael, Botticelli, Michelangelo etc</p> <p>Harlem - Aaron Douglas, Jacob, Lawrence, Elizabeth Catlett. Lois Mailou Jones</p>	<p><b><u>Medium</u></b></p> <p>Acrylic</p>						<p><b><u>Art Style</u></b></p> <p>Renaissance</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Changes in art. Italian to Harlem renaissance</b></p>						<p><b>Future Knowledge</b></p>
<p>Changes in art Colour theory Use of acrylic Art with purpose Sketching and</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Study and discuss the changes</p>	<p><b>Technical knowledge</b></p> <p>Recap prior learning needed for this unit</p>	<p><b>Practice and experiment</b></p> <p>Which is their favourite artist and why? What is their</p>	<p><b>First draft</b></p> <p>Create a first draft inspired by their chosen artwork piece. What aspects</p>	<p><b>Critique feedback and start again</b></p> <p>Discuss their previous piece of work and</p>	<p><b>Finish and evaluate</b></p> <p>Children to have a go at a second draft focusing on</p>	

# Art - Year 6

<p><b><u>Artist</u></b> Seurat</p>	<p><b><u>Medium</u></b> Acrylic</p>					<p><b><u>Art Style</u></b> Pointillism/ Impressionism</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Using tones - creating highlight and depth</b></p>					<p><b>Future Knowledge</b></p>
<p>Tones Colour theory Use of acrylic paints Shadow and highlight Mark making</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Who is Seurat and why is he significant? How does he compare to other impressionist artists? What do they have in common, what's different etc Which piece is their favourite and why</p>	<p><b>Technical knowledge</b></p> <p>Experiment with techniques of building depth in a piece of art using only pointillism - using tones of colour. End of a paintbrush may be easiest tool to use.</p>	<p><b>Practice and experiment</b></p> <p>Practice technique on coloured objects first to get used to where the colour tones are needed (painting coloured points onto something like an apple would be a good practice start due to the different tones often found) Move on to</p>	<p><b>First draft</b></p> <p>Using an inspiration piece as a tool, and a picture to copy for guidance (could link to topic, could be photograph from home, or inspiration piece could also fulfill this role) children use only the dots in various colour tones to build up a piece of their work.</p>	<p><b>Critique feedback and start again</b></p> <p>Check over what they have accomplished so far. Art work will take time most likely so children may choose to simply paint over areas they wish to change rather than starting again. Encourage editing</p>	<p><b>Finish and evaluate</b></p> <p>Finish artwork piece and discuss/evaluate.</p>

# Art - Year 6

<p><b><u>Artist</u></b> Banksy</p>	<p><b><u>Medium</u></b> Spray paint</p>					<p><b><u>Art Style</u></b> Street art/graffiti</p>
<p><b>Prior knowledge</b></p>	<p><b>Current Knowledge- Art with intent and negative space</b></p>					<p><b>Future Knowledge</b></p>
<p>Art for different purposes Large scale art</p>	<p><b>Who is the artist? What is their style?</b></p> <p>Discuss the meanings behind Banksy's art pieces and, in particular, discuss the recent art piece that sold and was then destroyed. why did Banksy destroy it? Children to learn about art as a form of expressing ideas and a catalyst for change.</p>	<p><b>Technical knowledge</b></p> <p>Using spray paints - this will take some practice. <a href="https://www.youtube.com/watch?v=1BHvA8rsSp0">https://www.youtube.com/watch?v=1BHvA8rsSp0</a> Practice creating different lines thicknesses as well as straight and</p>	<p><b>Create stencils</b></p> <p>Banksy uses stencils to create his artwork quickly before he be discovered.</p> <p>Create a stencil to use for their artwork.</p> <p>Will need to test how their stencil works outside on paper to see if anything needs to be adjusted before final use.</p> <p>Will they add more</p>	<p><b>First draft</b></p> <p>Practice applying paint and using their stencil on a vertical surface.</p> <p>Attach large piece of paper to wall for children to practice on.</p>	<p><b>Critique feedback and attempt on wall</b></p> <p>Once children happy with their practices, can apply to wall (tbc which wall will be used)</p> <p>Take pictures on iPad.</p>	<p><b>Finish and evaluate</b></p> <p>Look at pictures in class and discuss. Is the message they are trying to convey clear?</p>