




EYFS	<p style="text-align: center;"><b>EYFS Expressive Arts and Design Early Learning Goal.</b></p> <p style="text-align: center;"><i>During their time in early years, children will have used and explored a variety of materials, tools and techniques which allow them to experiment with colour, design, texture, form and function. They will have engaged with the arts in a way that develops their artistic and cultural awareness, as well as their understanding, self-expression and ability to communicate through the arts. These skills, knowledge and experiences underpin the learning that takes place in Year 1 and across the KS1 and KS2 curriculum.</i></p>					
	Autumn		Spring		Summer	
<p>Using the natural world to create artwork</p> <p>Links to the natural world/season of autumn-use seasonal nature to create natural art</p> <p>Loose parts natural art</p> <p>Portraits using natural materials</p> <p><b>Link artists:</b> Andy Goldsworthy and Walter Mason</p> <p><i>Vocabulary: season, art, nature, spring, summer, winter, autumn</i></p>	<p><i>Squares and lines</i></p> <p><i>Creating pictures made from squares and lines</i></p> <p><i>Concentric Circles</i></p> <p><i>Gross motor, circle art work on a larger scale outdoors</i></p> <p><i>Colour mixing</i></p> <p><i>Explore using paint</i></p> <p><i>Explore using powder paints</i></p> <p><i>Explore colouring mixing experiments using skittles and ice</i></p> <p><b>Link artists:</b> Piet Mondrian and Kandinsky</p> <p><i>Vocabulary: mixing, square, paint, make</i></p>	<p><i>Collages using simple shapes</i></p> <p><i>Using scissors to cut out different shapes to create simple collages</i></p> <p><i>Use different media, paper, felt, card, natural materials</i></p> <p><b>Link artists:</b> Henri Matisse</p> <p><i>Vocabulary: shape, nature, felt, paper, collage</i></p>	<p><i>Finger Painting – flowers and plants. – Focus on Spring</i></p> <p><b>Link artists:</b> Claude Monet</p> <p><i>Vocabulary: flowers, plants, paints, painting, picture</i></p>		<p><i>Paint mixing</i></p> <p><i>Explore that some artists are known as illustrators as they create pictures for story books</i></p> <p><i>Create brightly coloured paintings inspired by Eric Carle</i></p> <p><i>Explore different techniques to painting</i></p> <p><i>Complete one of the art projects as a class</i></p> <p><b>Link artists:</b> Eric Carle and Georgia O’Keeffe</p> <p><i>Vocabulary: mixing, paints, painting, picture</i></p>	<p><i>Strings and splatters</i></p> <p><i>Starry Night Paintings</i></p> <p><i>Exploring different techniques to paint, such as using foam, foil and finger painting</i></p> <p><i>Invite children to use the techniques explored to create Ocean themed pictures</i></p> <p><b>Link artists:</b> Vincent Van Gogh and Jackson Pollock</p> <p><i>Vocabulary: splatter, paint, painting</i></p>

	Autumn	Spring	Summer
Year One	<p><b>Art Movement: Cubism</b>  <b>Art Form: Drawing - PENCIL, COLOURED PENCILS</b></p> <p><i>National Curriculum Objectives:</i>  <i>Become proficient in drawing techniques; Use drawing to develop and share their ideas, experiences and imagination;</i>  <i>Develop a wide range of art and design techniques in using texture, line, shape, form and space; Learn 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.</i></p> <p>Focus on <b>self portraits</b>.  Children to create their own self portrait in the style of Pablo Picasso (using unusual shapes, unusual positions for facial features, and unusual colours).</p> <p><b>Describe the work of notable artists, artisans and designers – link to art movement – Cubism</b>  <b>Draw lines of different sizes and thickness.</b>  <b>Show patterns and textures by adding dots and lines.</b>  <b>Colour (own work) neatly following lines.</b>  <b>Use some of the ideas of artists studied to create pieces of their own.</b></p> <p>Vocabulary – self-portrait, line</p> <p><b>Artist link for self portraits:</b>  Pablo Picasso (1881 – 1973)</p> 	<p><b>Art Movement: Abstract Expressionism</b>  <b>Art Form: Colour - PAINT</b></p> <p><i>National Curriculum Objectives:</i>  <i>Use painting to develop and share their ideas, experiences and imagination;</i>  <i>Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space;</i>  <i>Learn 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.</i></p> <p>Focus on <b>seasonal changes</b>, using autumn / winter / spring colour palettes (link to ongoing learning in Science relating to seasons) to create a large scale piece of work in the style of Jackson Pollock (Expressionist).</p> <p><b>Describe the work of notable artists, artisans and designers – link to art movement – Abstract Expressionism</b>  <b>Name all of the primary and secondary colours. Mix primary colours to create secondary colours and begin to predict resulting colours.</b>  <b>Use colour on a large scale (working collaboratively in groups on a large canvas).</b>  <b>Experiment with different techniques eg: dripping, splashing, splattering, dribbling, exploring different techniques as ideas develop.</b>  <b>Use some of the ideas of artists studied to create pieces of their own.</b></p> <p>Vocabulary – Expressionism, primary colours, secondary colours</p> <p><b>Artist link for expressionist technique:</b>  Jackson Pollock (1912 – 1956)  Willem De Kooning (1904 - 1997)</p> 	<p><b>Art Movement: Art Deco</b>  <b>Art Form: Printing</b></p> <p><i>National Curriculum Objectives:</i>  <i>Use printing to develop and share their ideas, experiences and imagination;</i>  <i>Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space;</i>  <i>Learn 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.</i></p> <p>Focus on <b>relief (block) printing</b>.  Children to create a relief print image onto a tile, carving out the pattern, influenced by Katharine Watson. This can then be used to create a repeated image print.</p> <p><b>Describe the work of notable artists, artisans and designers – link to art movement – Art Deco</b>  <b>Use repeating patterns.</b>  <b>Create printing tiles using relief method.</b>  <b>Use some of the ideas of artists studied to create pieces of their own.</b></p> <p>Vocabulary – block print, pattern, arrange</p> <p><b>Artist link for repeating pattern:</b>  Katharine Watson</p> 



Georges Braque (1882 - 1963)

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	Autumn	Spring	Summer
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## Year Two

### Art Movement: Abstract Art

**Art Form:** Colour - PAINT

#### National Curriculum Objectives:

Use painting to develop and share their ideas, experiences and imagination;  
Develop a wide range of art and design techniques in using texture, line, shape, form and space; Learn 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.

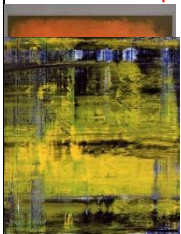
Focus on **using colour to reflect mood / emotions**.  
Children to create own colour field abstract painting in the style of Mark Rothko, using colour to reflect mood / emotions.

**Describe the work of notable artists, artisans and designers – link to art movement – Abstract Art**  
**Create colour wheels by mixing primary colours to create secondary colours.**  
**Add white to colours to make as many tints of one colour as possible.**  
**Darken colours without using black.**  
**Choose colours to reflect emotions and mood.**  
**Use some of the ideas of artists studied to create pieces of their own.**

Vocabulary – tint, darken, abstract

#### **Artist link for abstract art:**

**Mark Rothko (1903 – 1970)**



**Gerhard Richter (1932 – present)**

### Art Movement: Naive Art

**Art Form:** Drawing - PENCIL, CHARCOAL

#### National Curriculum Objectives:

Become proficient in drawing techniques;  
Use drawing to develop and share their ideas, experiences and imagination;  
Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space;  
Learn 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.

Focus on **drawing as a way to record experiences and feelings**.

Children to draw buildings and people in the style of L. S. Lowry from a flat (2D) perspective.

**Describe the work of notable artists, artisans and designers – link to art movement – Naive Art**  
**Draw lines of different sizes and thickness.**  
**Understand the basic use of a sketchbook and work out ideas for drawings.**  
**Use a sketchbook to gather and collect drawings.**  
**Experiment with different grades of pencil and other implements.**  
**Use some of the ideas of artists studied to create pieces of their own.**

Link to this half term's learning in History.

\*\* Trip to The Lowry in Salford to see his work for themselves  
\*\*

Vocabulary – sketch, draw, thickness, charcoal, blend

#### **Artist link:**

**L. S. Lowry (1887 – 1976)**



**Helen Bradley (1900 - 1979)**

### Art Movement: Abstract and Modernism

**Art Form:** Sculpture - SALT DOUGH

#### National Curriculum Objectives:

Use sculpture to develop and share their ideas, experiences and imagination;  
Use a range of materials creatively to design and make products;  
Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space;  
Learn 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.

Focus on **creating an abstract 3D sculpture** using techniques such as rolling, kneading, moulding and carving to create different effects.

Children to create their own abstract 3D sculptures in the style of Dame Barbara Hepworth.

**Describe the work of notable artists, artisans and designers – link to art movement – Abstract and Modernism**  
**Use a combination of shapes to create abstract forms.**  
**Use some of the ideas of artists studied to create pieces of their own.**

Material: salt dough (baked for permanence)

Link back to Mark Rothko (abstract) and forward (Georgia O'Keefe Y3 Modernism).

Vocabulary – sculpture, knead, mould, carve, pierce




#### **Artist link:**

**Dame Barbara Hepworth (1903 – 1975)**



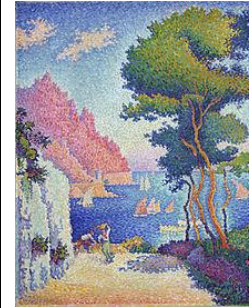
**Henry Moore (1898 - 1986)**



	Autumn	Spring	Summer
<b>Year Three</b>	<p><b>Art Movement: Modernism</b> <b>Art Form: Drawing - OIL PASTELS</b></p> <p><i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.</p> <p>Focus on <b>Modernism: flowers</b>. Children to create their own flower design using oil pastels in the style of Georgia O’Keefe.</p> <p><b>Develop and understanding of art movement and artists which link. Eg/. Modernism and O’Keefe. Undertake close observations. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Use oil pastels to achieve variations in line, texture, tone, colour, shape and pattern. Use colour for mood/effect (complementary colours) Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</b></p> <p>Vocabulary – modernism, complementary, scumbling, stippling</p> <p><b>Artist link for Modernist style:</b> Georgia O’Keefe (1887 – 1986)</p>  <p><b>Matthew Fisher (1976 - )</b></p>	<p><b>Art Movement: Contemporary</b> <b>Art Form: Sculpture - CLAY</b></p> <p><i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including sculpture; Learn about great artists, architects and designers in history.</p> <p>Focus on <b>moulding and shaping clay to create a 3D sculpture (vessel)</b> using the pinch pot technique. Children to use clay to create a vessel inspired by Andile Dylavane that reflects their culture and ancestry.</p> <p><b>Develop and understanding of art movement and artists which link. Eg/. Contemporary and Dyalvane</b> <b>Mould and shape clay for a desired effect. Create a design in clay, considering shape, size, proportion and texture. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</b></p> <p>Link to learning in Year Two on sculpture (Dame Barbara Hepworth).</p> <p>Vocabulary – vessel, culture, ancestry</p> <p><b>Artist link:</b> Andile Dyalvane (1978 – )</p>  <p><b>Magdalene Odundo (1950 - )</b></p>	<p><b>Art Movement: Neo Impressionism</b> <b>Art Form: Colour - PAINT (oil / acrylic)</b></p> <p><i>National Curriculum Objectives:</i> Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.</p> <p>Focus on <b>Pointillism</b>. Children to apply their knowledge of contrasting colours and Pointillism techniques to create their own piece in the style of Georges Seurat.</p> <p><b>Develop and understanding of art movement and artists which link. Eg/. Neo – Impressionism and Seurat</b> <b>Use a developed colour vocabulary. Mix a variety of colours and know create a developed colour wheel to include tertiary colours. Apply colour using a Pointillist technique. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</b></p> <p>Vocabulary – tertiary colours, contrasting colours, Pointillism</p> <p><b>Artist link:</b> Georges Seurat (1859 – 1891)</p> 



Paul Signac (1863 - 1935)



Autumn

Spring

Summer

**Year Four**

**Art Movement: Impressionism**

**Art Form: Colour - PAINT**

National Curriculum Objectives:

Create sketchbooks to record their observations and use them to review and revisit ideas;  
Improve their mastery of art and drawing techniques;  
Learn about great artists, architects and designers in history.

Focus on **colour changes to reflect the level of light.**

Children to create an impressionist painting in the style of Monet, using impressionist brush strokes and making appropriate choices of tint and tone to match light levels / time of day.

**Develop and understanding of art movement and artists which link. Eg/. Impressionism and Monet**  
Investigate Impressionism through the use of light/reflections within painting.

Use more specific colour language eg: tint, shade, hue.

Choose paints/colours and apply in a way that is appropriate to the piece.

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

Vocabulary – hue, tint, shades, impressionism, reflection

**Artist link for impressionist style:**

Oscar-Claude Monet (1840 – 1926)



John Constable (1776 - 1837)

**Art Movement: Photorealism/ Modern**

**Art Form: Drawing - COLOURED PENCILS**

National Curriculum Objectives:

Create sketchbooks to record their observations and use them to review and revisit ideas;  
Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.

Focus on **still life.**

Children to create a photorealism still life drawing in the style of Audrey Flack.

**Develop and understanding of art movement and artists which link. Eg/. Photorealism and Flack**

Understand how to sketch lightly to avoid using a rubber for mistakes and annotate their sketches to explain and elaborate ideas.

Use shading to show the effect of light and shadow. Use hatching and cross hatching to show tone and texture. Undertake close observation, and use this to reflect scale, proportion and placement in their own work Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

\* Photorealism

Vocabulary – still life, placement, proportion, realistic

**Artist link:**

Audrey Flack (1931 -)



**Art Movement: Nouveau art**

**Art Form: Printing**

National Curriculum Objectives:

Create sketchbooks to record their observations and use them to review and revisit ideas;  
Improve their mastery of art and drawing techniques, including printing;  
Learn about great artists, architects and designers in history.

Focus on **relief (block) printing.**

Children to make a printing block to create a repeated and tessellating relief print in the style of William Morris.

**Develop and understanding of art movement and artists which link. Eg/. Nouveau art and Morris**

Record textures and patterns.

Replicate patterns observed in the natural world.

Make precise repeating patterns.

Understand the term, 'tessellate'.

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

Vocabulary – tessellation, relief print

**Artist link:**

William Morris (1834 – 1896)



Walter Crane (1845- 1915)







Ralph Goings (1928 - 2016)



Autumn

Spring

Summer

## Year Five

### Art Movement: Pop Art

**Art Form:** Sculpture - MOD ROC

#### National Curriculum Objectives:

Create sketchbooks to record their observations and use them to review and revisit ideas;  
Improve their mastery of art and design techniques, including sculpture, with a range of materials.  
Learn about great artists, architects and designers in history.

Focus on **figurative sculpture** using **ModRoc**

Children to use their knowledge of armatures and ModRoc to create a figurative sculpture in the style of George Segal.

**Develop and understanding of art movement and artists which link. Eg/. Pop art and Segal**  
**Describe the key skills involved in modelling and sculpture.**

Use an armature (including using found or recycled items) to show life-like qualities and real-life proportions.

Use tools to carve and add shapes and texture.

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

Vocabulary – sculpt, mould, armature

#### **Artist link:**

George Segal (1924 – 2000)



Eduardo Paolozzi

### Art Movement: Post Impressionism

**Art Form:** Colour - PAINT (oil / acrylic)

#### National Curriculum Objectives:

Create sketchbooks to record their observations and use them to review and revisit ideas;  
Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.

Focus on **the use of texture and colour.**

Children to create their own oil / acrylic landscape painting in the style of Van Gogh.

**Develop and understanding of art movement and artists which link. Eg/. Post impressionism and Van Gogh**  
**Use brush techniques and the qualities of paint to create texture.**

Consolidate understanding of contrasting (complementary) colours.

Show an awareness of how paintings are created (composition).

Choose appropriate paint, paper and implements to adapt and extend their work.

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

Post Impressionist

Vocabulary – palette, composition, impasto

#### **Artist link:**

Vincent Van Gogh (1853 - 1890)

### Art Movement: Deconstructivism

**Art Form:** Drawing - PENCIL, PEN & INK

#### National Curriculum Objectives:

Create sketchbooks to record their observations and use them to review and revisit ideas;  
Improve their mastery of art and drawing techniques, with a range of materials;  
Learn about great artists, architects and designers in history.

Focus on **effective use of light on buildings.**

Children to create an architectural building design, influenced by the work of Daniel Libeskind.

**Develop and understanding of art movement and artists which link. Eg/. Deconstructivism and Libeskind**  
**Understand perspective and express it in their drawing, using an effective technique to achieve this**  
**Use a variety of techniques to add interesting effects (e.g. direction of sunlight).**

Produce increasingly accurate drawings of buildings.

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others.

Vocabulary – architect / architecture, design, perspective

#### **Designer link:**

Daniel Libeskind, architect - IWM North, Jewish Museum (1946 - )



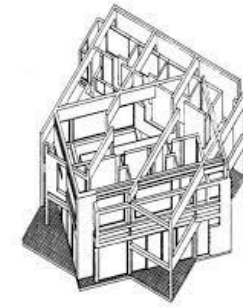
Peter Eisenman (1932 - )


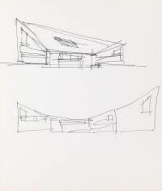


Jeff Koon



Paul Cezanne (1839 - 1906)



	Autumn	Spring	Summer
<b>Year Six</b>	<p><b>Art Movement: Pop Art</b> <b>Art Form: Printing</b> SCREEN PRINTING – INK</p> <p><i>National Curriculum Objectives: Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques;</i> <i>Learn about great artists, architects and designers in history.</i></p> <p>Focus on <b>screen printing</b>. Children to create a multi layered screen print influenced by Andy Warhol’s work.</p> <p><b>Develop and understanding of art movement and artists which link. Eg/. Pop art and Warhol</b> <b>Develop and refine techniques of screen printing.</b> <b>Build up layers of colour in a Pop Art style.</b> <b>Replicate some of the techniques used by notable artists, artisans and designers.</b> <b>Create original pieces that are influenced by studies of others.</b></p> <p>Vocabulary – screen printing, stencil, Pop art</p> <p><b>Artist link:</b> Andy Warhol (1928 – 1987)</p>  <p>Roy Lichtenstein (1923 - 1997)</p>	<p><b>Art Movement: Deconstructivism</b> <b>Art Form: Drawing: PEN &amp; INK</b></p> <p><i>National Curriculum Objectives:</i> <i>Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques;</i> <i>Learn about great artists, architects and designers in history.</i></p> <p>Focus on <b>stylised drawings of buildings</b>. Children to create an architectural building design, influenced by the work of Frank Gehry.</p> <p><b>Develop and understanding of art movement and artists which link. Eg/. Deconstructivism and Gehry</b> <b>Understand perspective and express it in their drawing, using an effective technique to achieve this</b> <b>Use a variety of techniques to depict shadows and reflections.</b> <b>Produce stylised drawings of buildings.</b> <b>Replicate some of the techniques used by notable artists, artisans and designers.</b> <b>Create original pieces that are influenced by studies of others.</b></p> <p>Link back to learning in Year Five on perspective (Daniel Libeskind).</p> <p>Vocabulary – stylised, perspective, reflection (revisit from Year Four)</p> <p><b>Architect link:</b> Frank Gehry (1929 - )</p>  <p>Zaha Hadid (1950 - 2016)</p>	<p><b>Art Movement: Symbolism</b> <b>Art Form: Paint - OIL / ACRYLIC</b></p> <p><i>National Curriculum Objectives:</i> <i>Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including painting;</i> <i>Learn about great artists, architects and designers in history.</i></p> <p>Focus on <b>using colour to reflect mood</b>. Children to create a self portrait in the style of Frida Kahlo, expressing themselves and their mood through their use of colour and symbolism.</p> <p><b>Develop and understanding of art movement and artists which link. Symbolism and Kahlo</b> <b>Use different media to create tints, tones, hues.</b> <b>Understand how colour can portray emotion and reflect mood.</b> <b>Choose an appropriate palette of colour to reflect a specific mood/emotion.</b> <b>Replicate some of the techniques used by notable artists, artisans and designers.</b> <b>Create original pieces that are influenced by studies of others.</b></p> <p>Link back to learning from Years One to Five, developing their colour vocabulary and understanding of primary, secondary, tertiary and complementary (contrasting) colours.</p> <p>Vocabulary – symbolism</p> <p><b>Artist link:</b> Frida Kahlo (1907 - 1954)</p>

