

## Art School Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b> Key experiences (explicit teaching)	DISCOVER - Introduction to provision & getting to know resources <b>Focus: Drawing</b> <ul style="list-style-type: none"> <li><b>Self-portraits:</b> children draw themselves at beginning of year in pencil and in pen</li> <li>Family portrait: oil pastel and brusso</li> <li>Celebration pinch/thumb pot/ bowl – Diwali/Christmas (choice) printing patterns, embellishments and paint (previous learning playdough/plasticine)</li> <li>Designing a special card (Christmas) choice of printing - choice of variety of objects (e.g: potato, finger, cork etc)</li> </ul> <b>Focus artist</b> <b>Andy Goldsworthy</b> creating art with natural objects and in collaboration (transient art outside) <b>Focus artist</b> <b>Kandinsky</b> – inspiration with 2D shape – collaborative art – reading The Dot (concentric circles as inspiration)		EXPLORE <b>Focus: Painting</b> <ul style="list-style-type: none"> <li>Observational drawing (e.g: teddy bears and real bears)</li> <li>Clay bears – explicit teaching of moulding and joining 2 pieces of clay together. Making a collaborative habitat (diorama)</li> <li>Designing a special card (Easter)</li> </ul> Focus artist – <b>James Rizzi</b> – cityscapes, maps, buildings, our local area.		CREATE <b>Focus: Collage</b> <ul style="list-style-type: none"> <li>Observational drawing of living creatures and plants. (Austin’s butterfly) using, pencil, paint, chalk and oil pastels – exploring and experimenting</li> <li>Exploring spirals, patterns and colour in nature – chalk pastels and paint (experimenting with different paper, colour)</li> <li>‘Spirals in Nature’ book for our theme ‘if I look closely what do I see?’</li> <li>‘Painting with scissors’ - creating their own paper using a variety of methods (eg: Pollock effect, bubbles, marbling, scratching, monoprint etc)</li> <li>Collaging using the hand made paper to create an individual collage in the style of the focus artist with choice of their end piece</li> </ul> <b>Focus artist</b> – <b>Henri Matisse, Eric Carle and Clare Young</b>	
Continuous provision in EY	Children are introduced incrementally to the resources available enabling them to be independent and accessing all resources available. Malleable resources (playdough, plasticine, clay) Loose parts. Junk modelling, provision of a range of objects to print with (eg: potatoes) and printing patterns into playdough, textiles (e.g: ribbons, fabric, sewing), transient art, wax resist, collage, painting (watercolour, poster paint, block paint) – colour mixing, using different tools (such as brushes, fingers, objects)					
Cross-year links	<b>Preparing:</b> printmaking, painting, observational drawing, different mark making. diorama					
Vocabulary for YR	Observational drawing, painting, thick, thin, collage, transient art, concentric, collaboration, pattern, pinch/thumb pot, spirals,					
<b>Year 1</b>	DISCOVER <b>Focus: Drawing</b> <b>Self-portraits:</b> children draw themselves at the beginning of the year using pencil Explore a range of drawing tools to make marks e.g. pencil, crayon, pastel, charcoal, chalk, handwriting pens, watercolour. Begin to control the types of marks made with a range of media and vary pressure to make darker and lighter areas. Draw on different surfaces (whiteboard/paper/fabric) Explore drawing from observation ( <b>inspiration Cath Riley</b> ) Understand that lines can go in different directions e.g. zig-zags, cross-hatching, waves and begin to develop associated language with this. <b>Collaborative piece:</b> <a href="#">Communal Drawing: Summer Picnic!</a> ( <a href="#">accessart.org.uk</a> ) Drawing a <b>medieval feast</b> on material. Observational drawing using real-life food, drawn true to size using a variety of media		EXPLORE <b>Focus: Painting</b> <b>Painting the Aurora Borealis</b> using different painting tools e.g. different sized brushes, sponges, fingers, twigs. Inspired by Van Gogh. Identify lines and shapes in painting. Paint lines (straight, wavy, zig-zags) <b>Focus artist: Van Gogh</b> – inspiration with colour and Starry Nights.		CREATE <b>Focus: Printmaking</b> <b>Pathway: Simple Printmaking (<a href="#">accessart.org.uk</a>)</b> Explore printing with different objects and create marks/prints using a variety of medium e.g. man-made or natural objects, including those with straight lines, curved, flexible (string) and patterns. Experiment with lighter darker prints, including using same colour and prints fading without replenish print ink. Know that pattern is a series of marks repeated. Rubbings with natural resources Discuss and explore texture of surfaces. Create a ‘rubbings’ bank by using a range of surfaces e.g. leaf, bark, concrete, brick, drain covers. Making <b>Brambly Hedge scenes</b> , ‘through the seasons – spring/summer/autumn/winter’ using plasticine printmaking or pizza bases (children’s choice). <b>Inspired by</b>	

	<p><b>Focus artist: Paul Cezanne</b> – inspiration with shape, colour, lighting. Link to still life of food.</p> <p><b>Focus artist: Cath Riley</b> – inspiration with attention to detail observational food drawings using pencil, drawn from a bird's eye view with a flash of colour.</p>		<p><b>William Morris</b> <a href="#">Willingham Primary School - Year 1 &amp; 2: William Morris, part 1</a> <a href="#">Willingham Primary School - Year 1 &amp; 2: William Morris, part 2</a>.</p> <p><b>Focus artist: William Morris</b>– inspiration with environments/animals/flowers/leaves.</p>
Cross-year links	<p><b>Anchoring:</b> EYFS: Detailed drawing of selves, exploring spirals and patterns in nature – chalk and paint</p>	EYFS: building a townscape (Link to Geography learning of local town, Tunbridge Wells)	EYFS: Printing with a variety of objects, observational drawings of bears and Austin's butterfly, exploring spirals and patterns in nature – chalk and paint
	<p><b>Preparing:</b> Year 2: Observational drawing</p>	Year 2: colour mixing and pattern making African masks	Year 2: animal pattern clay tiles
Vocabulary for Y1	Shading, hatching, tools, light, dark,	Landscape, proportion, natural, man-made,	Texture, pattern, printing,
<b>Year 2</b>	<p><b>Focus: Drawing</b></p> <p><b>Mini-project for sketchbook:</b> Whole class collaborative drawing of St. Paul's Cathedral</p> <ul style="list-style-type: none"> <li>Using observational drawing to sketch the original St. Paul's Cathedral</li> <li>Case Study: <b>Anton Van De Wyngrade</b></li> </ul> <p>Skills – form, tone, shading</p>	<p><b>Focus: Collage</b></p> <p><b>Mini-project for sketchbook:</b> African collar necklaces and masks</p> <ul style="list-style-type: none"> <li>Using tissue paper to collage African themed patterns to create masks and collar necklaces</li> <li>Case Study: <b>Kenyan children's artwork (provided by our expert)</b></li> <li>Skills: 3D design, varnish, pattern making, collage</li> </ul>	<p><b>Focus: 3D Design and Sculpture and Pattern Project for sketchbook/ Exhibition:</b> Outdoor Art</p> <ul style="list-style-type: none"> <li>To use outdoor resources to create animals from their stories</li> <li>Case study: <b>Richard Long</b></li> <li>Skills – designing, building, environmental sculpture, observation</li> </ul> <p><b>Mini Project:</b> Clay Animal Tiles</p> <p>The use of tools and hands to create patterns of the animals from their stories</p>
Cross-year links	<p><b>Anchoring:</b> Year 1: Animal observational drawings</p>	Year 1: Everyday materials person	Reception: Andy Goldsworthy Year 1: Multi-animal-type creations
	<p><b>Preparing:</b> Year 3: detailed drawings of faces</p>	Year 3: Landscape collage	Year 3: Flower patterns for printing
Vocabulary for Y2	Pencil, observe, shade, tone, form, shape, draft	Collage, tissue paper, PVA glue, pattern, design, varnish	Build, environmental resources, sculpt, observe, pattern, clay, wire cutter, wood trimming tool, wood modelling tool, carve
<b>Year 3</b>	<p>DISCOVER</p> <p><b>Focus: Drawing</b></p> <p><b>Mini-project for sketchbook: Faces</b></p> <ul style="list-style-type: none"> <li>Experiment with various pencils to show tone and texture</li> <li>Explore features and details of people (particularly faces)</li> <li>Access art</li> <li>Skills: practise different shading techniques</li> <li>Final piece will be a painted portrait using watercolours</li> <li><b>Focus artists:</b> Line: Mike Parr, Paul Klee Texture &amp; pattern: Henry Moore (drawing)</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li><b>Self-portraits:</b> children draw themselves at beginning of year in pencil</li> <li><b>Cave paintings:</b> part of Stone Age topic</li> </ul>	<p>EXPLORE</p> <p><b>Focus: Collage</b></p> <p><b>Mini-project for sketchbook: River collage</b></p> <ul style="list-style-type: none"> <li>Explore different landscapes with rivers and their shapes/structures/sizes</li> <li>Skills: create texture by using layers of tissues or cut and torn paper. Create tints and tones by layering.</li> <li>Final piece will be a river collage</li> <li><b>Focus artists:</b> Sara Fanelli, Mark Langan, Romero Bearden</li> </ul> <p><b>Focus: Optional Textiles</b></p> <p><b>Collaborative Batik with environmental focus (underwater scene)</b></p> <ul style="list-style-type: none"> <li>Skills: Batik – ways of colouring or patterning material, previously learnt stitches to decorate</li> </ul> <p><b>Other:</b></p>	<p>CREATE</p> <p><b>Focus: Printing</b></p> <p><b>Mini-project for sketchbook: Flower prints</b></p> <ul style="list-style-type: none"> <li>Explore images through mono-printing on a variety of papers</li> <li>Skills: for recording textures / patterns; use <b>impressed</b> printing processes; use language appropriate to skill; explore colour mixing through overlapping colour prints deliberately; discuss own work and that of other artists (<b>Shiro, Morris, Warhol</b>)</li> <li>Skills: use sketchbook for recording textures / patterns; use <b>relief</b> printing processes</li> <li>Final piece will be collaborative printing piece (children to choose their printing form)</li> <li><b>Focus artists:</b> <b>Adrienne Craddock</b></li> </ul> <p><b>Other:</b></p>

		<ul style="list-style-type: none"> <li><b>Textiles:</b> create fabric by weaving using recycled plastic bags; use colour to express an idea in weaving – seasons, moods or create a picture</li> </ul>	<ul style="list-style-type: none"> <li><b>Creating patterns using ICT:</b> use the environment and other sources to make patterns, link to maths – symmetry</li> </ul>	
Cross-year links	<b>Anchoring:</b> appliqué running stitch (Y2) sketching faces (Y2)	<b>Anchoring:</b> weaving: running and over stitch (Y1) repeating patterns (Y1) accurate drawing of people (Y1) quick batik – crayons - (Y2)	<b>Anchoring:</b> printing with two colours (Y2)	
	<b>Preparing:</b> wider variety of stitches (Y4)	<b>Preparing:</b> combine stitching with batik (Y4) harmonious and contrasting colours (Y4)	<b>Preparing:</b> Recreates texture through deliberate selection of materials (Y4) link pattern to maths – tessellation (Y4)	
Vocabulary for Y3	primary colours; secondary colours; colour wheel; texture (feels / looks like it might feel like); pattern (repeating lines, shapes, forms or colours); two dimensional; three dimensional; tint (colour with white); tone (colour with grey); negative and positive space; batik; wax; resist; backstitch; cross-stitch; slip; warp; weft; print; impressed; relief; mirror			
<b>Year 4</b>	DISCOVER <b>Focus: Drawing</b> <b>Mini-project for sketchbook: dragon eyes</b> <ul style="list-style-type: none"> <li>Use of pencil, crayons, watercolour pencils</li> <li>Exploration of dragon eye pictures – focus on different aspects (scales, pupil, shape, size, <b>colour gradation</b>, emotion within the eye)</li> <li>Exploring and drawing the effect of light (shading and shadows)</li> <li>Access art: <b>Exploring Through Watercolour by Emma Burleigh (pencils)</b></li> <li>Different mark making to create tone</li> <li>Opportunities to explore and draw different types of eyes with different materials</li> <li>Final piece showcasing skills learnt, own choice of medium.</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li><b>Self-portraits:</b> children draw themselves at beginning of year in pencil</li> <li><b>3D dragon eyes:</b> Using their final drawing as inspiration, children to use plasticine to create a 3D version.</li> </ul>	EXPLORE <b>Focus: Painting</b> <b>Mini-project for sketchbook:</b> <ul style="list-style-type: none"> <li><b>Hokusai – The Great Wave</b></li> <li><b>Mark making based on this piece.</b></li> <li><b>Watercolour</b> colour wheel</li> <li>Mix and match colours to match those in example pieces</li> <li>Exploration of the different watercolour techniques (wet on dry, wet on wet, paint on wax, adding salt).</li> <li><b>Final piece – stormy watercolour picture.</b></li> </ul>	CREATE <b>Focus: 3D</b> <b>Mini-project for sketchbook: paper sculpture using old books</b> <ul style="list-style-type: none"> <li><b>Emma Taylor &amp; Nahoko Kujima</b> – book sculptors</li> <li>Build on and develop paper skills (cutting, feathering, quilling, overlapping, curling, pleating)</li> <li>Exploration of pattern and texture</li> <li>Investigate, analyse and interpret natural and manmade forms of construction</li> <li><a href="https://www.accessart.org.uk">Talking Points: Introduction to Sculpture (accessart.org.uk)</a></li> <li>Final piece to accompany DT book</li> </ul>	
Cross-year links	<b>Anchoring:</b> Year 1, 2 and 3 - observational drawing	<b>Anchoring:</b> Year 1 – introduction of colour mixing Year 2 – collage African necklace	<b>Anchoring:</b> Year 3 – paper skills	
	<b>Preparing:</b> Year 5 – sphere drawing with a focus on effect of light Year 6 – emotion in eyes	<b>Preparing:</b> Year 5 – texture painting Year 6 – backdrop painting	<b>Preparing:</b>	
Vocabulary for Y4	shading, shadows, scale, proportion, abstract, expression, complimentary colours	tertiary, shades, tones, texture, pointillism, complimentary, primary and secondary, contrasting	sculpture, surface pattern, comparison, investigate, analyse interpret, natural/manmade, construction	
<b>Year 5</b>	<b>Major Focus: Drawing</b> <b>Explore:</b> Elisabeth Frink and William Roberts <b>Access Art:</b> Introduction to Charcoal, Session Recording: Exploring Charcoal	<b>Minor Focus: 3D Clay</b> <b>Explore:</b> ancient Greek pot shapes and designs, Henry Moore, Magdalene Odundo, Lucie Rie	<b>Major Focus: 3D Sculpture – Wire Armature</b> <b>Explore:</b> Alexander Calder, Ruth Asawa, Robin Wight, Elizabeth Berrien and Abby Green. David Moreno, Martin Senn, David Oliveira, Gavin Worth, Candice Bees, Celia Smith, Edoardo Tresoldi & Michael Craig-Martin.	<b>Major Focus: Painting / Minor Focus: Texture Painting</b> <b>Explore:</b> Claude Monet water work and Impasto technique (John Bramblitt (blind), Carol Nelson) <b>Access Art:</b> Landscape Painting: Expressive Mark Making, Explore Urban Landscapes through Paint,

	<p><u>Skills:</u> texture (hatching, shadow etc), tones, shape, form, effect of light on objects, charcoal pencils</p> <p><u>Final piece:</u> still life of tableware, preferably those with handles</p>	<p><u>Skills:</u> coil technique combined with score, slip and blend for joining</p> <p><u>Final piece:</u> Greek-inspired pots with handles</p>	<p><u>Access Art:</u> <i>Drawing with wire, 50 Minutes Looking and Sketching Autumn Leaves</i></p> <p><u>Skills:</u> shape (to create patterns), form, model, join, intricate patterns, texture</p> <p><u>Final piece:</u> individual wire armature leaves on a collaborative branch installation piece</p>	<p><u>Skills:</u> Explore the effect on paint by adding flour, PVA glue, cornflakes, sand, oats and sawdust for particular effects</p> <p><u>Final piece:</u> individual Paris-inspired cityscape</p>
Cross-year links	<p><b>Anchoring:</b></p> <p>Year 1 – Drawing: basic textures, observational drawing</p> <p>Year 2 – Drawing: shading, shadows</p> <p>Year 3 – Drawing: variety of pencils, close observation, positive and negative space</p> <p>Year 4 – Drawing: effect of light, proportion and scale</p>	<p><b>Anchoring:</b></p> <p>Year 2 – Clay: slab work, carving, pinching, rolling, simple joining</p> <p>Year 4 – Clay: removal technique, shaping, forming, modelling, constructing</p>	<p><b>Anchoring:</b></p> <p>Year 2 – 3D Sculpture: natural forms, observing, shaping, replication</p>	<p><b>Anchoring:</b></p> <p>Year 1 – Painting: primary and secondary colour mixing, light and dark, adding black to darken and white to lighten</p> <p>Year 4 – Painting: brush types, tones and tints, harmonious and contrasting colours</p>
	<p><b>Preparing:</b></p> <p>Year 6 – Drawing: effect of light, tone, shape, form, scale, proportion</p>	<p><b>Preparing:</b></p> <p>N/A</p>	<p><b>Preparing:</b></p> <p>N/A</p>	<p><b>Preparing:</b></p> <p>Year 6 – Painting: tone, shades, hue, mood, colour &amp; equipment for a purpose</p>
Vocabulary for Y5	Light, shadow, tone, texture, dark, tone, colour, hue, tint	Clay, mould, shape, press, attachments, coil, score, slip, blend, sculpt	wire, malleable, line, curve, bend, manipulate, twist, shape, coil, coiling, u-shape	colour, texture, shape, form, texture, material, Impasto, rough, smooth, raised, flat
Year 6	<p><b>DISCOVER</b></p> <p><b>Focus: Drawing</b></p> <p><b>Mini-project for sketchbook: Soldier Emotions</b></p> <ul style="list-style-type: none"> <li>Exploring emotion through magazines &amp; artist Andrew Miller</li> <li>Access art: layered portraits (Mike Barrat -digital creative and photographer whose work combines words, drawings, photographs, music and sound.)</li> <li>Skills: drawing eyes practice</li> <li>Final piece with layered, collage background</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li><b>Self-portraits:</b> children draw themselves at beginning of year in pencil</li> <li><b>Dunkirk watercolours (collaborative for story telling):</b> paint and brush techniques, recreate scenes from The Little Ships</li> <li><b>Anderson shelters</b> for homework</li> </ul>		<p><b>EXPLORE</b></p> <p><b>Focus: Collage (final piece is collaborative)</b></p> <p><b>Mini-project for sketchbook: Refugees Story</b></p> <ul style="list-style-type: none"> <li>Exploring collage through famous artists: Njideka Akunyili Crosby, Hollie Chastain</li> <li>Access Art: Collage streets</li> <li>Skills: collage session</li> <li>Create final piece - Collage/Mixed Media Canvas – Refugee story: Each table create one of the pages as a collage which then combine at the end for a giant storyboard.</li> </ul>	<p><b>CREATE</b></p> <p><b>Focus: Colour and Pattern, Printmaking</b></p> <p><b>Project for sketchbook / exhibition: Rock ‘n’ Roll Art</b></p> <ul style="list-style-type: none"> <li>Explore how artists use colour and pattern (range of artists on Art Express)</li> <li>Access Art: Batik in Schools</li> <li>Skills: Batik skills session (The Batik Guild artists)</li> <li>Pattern skills session</li> <li>Design their work and redraft</li> <li>Create final piece</li> </ul> <p><b>Mini-project: Painting</b></p> <ul style="list-style-type: none"> <li>Creating a backdrop for the production</li> <li>Planning design in sketchbooks</li> </ul>
Cross-year links	<p><b>Anchoring:</b></p> <p>All years - Self-portraits: reflect on previous portraits</p> <p>Year 3 – Portraits (focus on tone and texture)</p> <p>Year 5 – shadow and tone spheres</p>		<p><b>Anchoring:</b></p> <p>Year 4 – Collage (climate change collage with recycled materials)</p> <p>Year 4 - Exploration of the textures of paint (water, PVA, sand, sawdust)</p> <p>Year 5 – texture painting and textiles (creating a cityscape with sand, glue, sawdust etc.)</p>	<p><b>Anchoring:</b></p> <p>Year 3 – batik dying fabric</p> <p>Year 4 - polystyrene printing and pattern (fabric patterns)</p>

Vocabulary for Y6	Tone, hatching, cross-hatching, stippling, scribbling, circling, blending	Contrast, wash, graded, scraffito, splatter, dry, wet, foreground, background	Collage, mixed media, assemblage, variety, arrangement, materials, background, geometric shapes, organic shapes, cutting, tearing, assembly	Fabric, wax, textile, dye, contrast, emphasis, movement, rhythm	Backdrop, scene, base coat, setting
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