Art School Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception Key experiences (explicit teaching)	DISCOVER - Introduction to provision & getting to know resources **Focus: Drawing** • **Self-portraits:** children draw themselves at beginning of year in pencil and in pen • Family portrait: oil pastel and brusso • Celebration pinch/thumb pot/ bowl – Diwali/Christmas (choice) printing patterns, embellishments and paint (previous learning playdough/plasticine) • Designing a special card (Christmas)choice of printing - choice of variety of objects (e.g: potato, finger, cork etc) **Focus artist** Andy Goldsworthy creating art with natural objects and in collaboration (transient art outside) **Focus artist** Kandinsky – inspiration with 2D shape – collaborative art – reading The Dot (concentric circles as inspiration)		EXPLORE **Focus: Painting** • Observational drawing (e.g: teddy bears and real bears) • Clay bears – explicit teaching of moulding and joining 2 pieces of clay together. Making a collaborative habitat (diorama) • Designing a special card (Easter) Focus artist – James Rizzi – cityscapes, maps, buildings, our local area.		CREATE **Focus: Collage** • Observational drawing of living creatures and plants. (Austin's butterfly) using, pencil, paint, chalk and oil pastels – exploring and experimenting • Exploring spirals, patterns and colour in nature – chalk pastels and paint (experimenting with different paper, colour) • 'Spirals in Nature' book for our theme '**if I look closely what do I see?'** • 'Painting with scissors' - creating their own paper using a variety of methods (eg: Pollock effect, bubbles, marbling, scratching, monoprint etc) • Collaging using the hand made paper to create an individual collage in the style of the focus artist with choice of their end piece **Focus artist –** Henri Matisse, Eric Carle	
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	**Preparing:** 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,					
Outdoor opportunities	Transient art outside using natural objects, art using loose parts outside (big and small), art materials always accessible outside, nature walks and observations, observational drawings outside – living creatures and plants, identifying natural patterns and textures, outside stimulus to promote artwork,					
Year 1	DISCOVER **Focus: Drawing** **Self-portraits:** children draw themselves at the beginning of the year using pencil **Observational drawings of toys:** 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 Understand that lines can go in different directions e.g. zig-zags, cross-hatching, waves and begin to develop associated language with this.		EXPLORE **Focus: Painting** **Paint Royal Tunbridge Wells and Sisimiut** 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, zigzags) **Focus artist: Van Gogh –** inspiration with colour and Starry Nights.		CREATE **Focus: Printmaking** **Styrofoam printing inspired by the natural world:** Create 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. **Focus artist: William Morris–** inspiration with environments/animals/flowers/leaves and repeating patterns	

	Focus artist: Cath Riley – inspiration with attention to detail observational food drawings using pencil, drawn from a bird's eye view.		
Cross-year links	**Anchoring:** EYFS: Detailed drawing of selves, exploring spirals and patterns in nature – chalk and paint	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
	Preparing: Year 2: Observational drawing	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,
Outdoor Opportunities			• Collect natural objects for printmaking • Bark rubbings • Repeating patterns using natural objects
Year 2	**Focus: Drawing** **Mini-project for sketchbook:** Whole class collaborative drawing of St. Paul's Cathedral • Using observational drawing to sketch the original St. Paul's Cathedral • Case Study: Anton Van De Wyngrade Skills – form, tone, shading	**Focus: Collage** **Mini-project for sketchbook:** Coastal themed collages • Using a range of materials to create coastal themed collaged pieces of artwork • Case Study: Jane Robbins • Skills: collage, colour, texture, varnish	**Focus: 3D Design and Sculpture and Pattern** **Project for sketchbook/ Exhibition:** Outdoor Art • To use outdoor resources to create animals from their stories • Case study: Richard Long • Skills – designing, building, environmental sculpture, observation **Mini Project:** Clay Animal Tiles The use of tools and hands to create patterns of the animals from their stories
Cross-year links	**Anchoring:** Year 1: Animal observational drawings	Year 1: Everyday materials person	Reception: Andy Goldsworthy Year 1: Multi-animal-type creations
	Preparing: Year 3: detailed drawings of faces	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
Links to Outdoor Learning	• Tunbridge Wells architectural walk and visit to King Charles Martyr	• Trip to Eastbourne to explore coastal themed environment	• Scavenger hunt to reveal animals which will be studied • Outdoor artist studied prior to children's projects • Woods used to create environmental artwork • Trip to Port Lympne to inspire animal patterned sculpture
Year 3	DISCOVER **Focus: Drawing** **Mini-project for sketchbook: Cave art, inspired by Laura McKendry (charcoal)** • Access art: Introduction to Drawing: • What are tools? • Continuous line drawings • Backwards and forwards • Finding marks made by artists	EXPLORE **Focus: Collage** **Mini-project for sketchbook: River collage** • Explore different landscapes with rivers and their shapes/structures/sizes • Skills: create texture by using layers of tissues or cut and torn paper. Create tints and tones by layering. • Final piece will be a river collage	CREATE **Focus: Printing** **Mini-project for sketchbook: Flower prints** • Explore images through mono-printing on a variety of papers • Skills: for recording textures / patterns; use impressed printing processes; use language appropriate to skill; explore colour mixing through overlapping colour

	• Make a drawing using thoughtful mark making • Exploring charcoal • Ink Cave drawing • Final piece will be a cave drawing inspired by the focus artist • **Focus artist: Laura McKendry** (drawing with charcoal) **Other:** • **Self-portraits:** children draw themselves at beginning of year in pencil	• **Focus artists:** Sara Fanelli, Mark Langan, Romero Bearden	prints deliberately; discuss own work and that of other artists (Shiro, Morris, Warhol) • Skills: use sketchbook for recording textures / patterns; use relief printing processes • Final piece will be collaborative printing piece (children to choose their printing form) • **Focus artist:** Adrienne Craddock
Cross-year links	**Anchoring:** St Paul's Cathedral drawing (Y2) Observational drawing (Y1)	**Anchoring:** weaving: running and overstitch (Y1) repeating patterns (Y1) accurate drawing of people (Y1) quick batik – crayons - (Y2)	**Anchoring:** printing with two colours (Y2)
	Preparing: Dragon eyes (Y4)	**Preparing:** combine stitching with batik (Y4) harmonious and contrasting colours (Y4)	**Preparing:** 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		
Links to Outdoor Learning		• Horton Kirby trip (rivers)	• Sketching of flowers around the school
Year 4	DISCOVER **Focus: Drawing** **Mini-project for sketchbook: dragon eyes** • Use of pencil & watercolour pencils • Exploration of dragon eye pictures – focus on different aspects (scales, pupil, shape, size, **colour graduation**, emotion within the eye) • Exploring and drawing the effect of light (shading and shadows) • Access art: **Exploring Through Watercolour by Emma Burleigh (pencils)** • Different mark making to create tone • Opportunities to explore and draw different types of eyes with different materials • Final piece showcasing skills learnt, own choice of medium. **Other:** • **Self-portraits:** children draw themselves at beginning of year in pencil	EXPLORE **Focus: Painting** **Mini-project for sketchbook:** • **Hokusai – The Great Wave** • **Mark making based on this piece.** • **Watercolour** colour wheel • Mix and match colours to match those in example pieces • Exploration of the different watercolour techniques (wet on dry, wet on wet, paint on wax, adding salt). • **Final piece – stormy watercolour picture.**	CREATE **Focus: 3D** **Mini-project for sketchbook: paper sculpture using old books** • **Emma Taylor & Nahoko Kujima** – book sculptors • Build on and develop paper skills (cutting, feathering, quilling, overlapping, curling, pleating) • Exploration of pattern and texture • Investigate, analyse and interpret natural and manmade forms of construction • Talking Points: Introduction to Sculpture (accessart.org.uk) • Final piece to accompany DT book
Cross-year links	**Anchoring:** Year 1, 2 and 3 - observational drawing	**Anchoring:** Year 1 – introduction of colour mixing Year 2 – collage African necklace	**Anchoring:** Year 3 – paper skills
	Preparing: Year 5 – sphere drawing with a focus on effect of light Year 6 – emotion in eyes	**Preparing:** Year 5 – texture painting Year 6 – backdrop painting	**Preparing:**

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
Outdoor Opportunities	Birdwatching with binoculars. Try quick gesture sketches or detailed close-ups of birds' eyes. Take close-up photos of insects or amphibians in their natural environment and use those as artistic reference. Create eye art using leaves, stones, feathers, or bark. For example, a collage of an owl's eye using natural textures.		N/A	N/A
Year 5	**Major Focus: Drawing** Explore: Elisabeth Frink and William Roberts Access Art: *Introduction to Charcoal, Session Recording: Exploring Charcoal* Skills: texture (hatching, shadow etc), tones, shape, form, effect of light on objects, charcoal pencils Final piece: still life of tableware, preferably those with handles	**Minor Focus: 3D Clay** Explore: ancient Greek pot shapes and designs, Henry Moore, Magdalene Odundo, Lucie Rie Skills: coil technique combined with score, slip and blend for joining Final piece: Greek-inspired pots with handles	**Major Focus: 3D Sculpture – Wire Armature** Explore: 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. Access Art: *Drawing with wire, 50 Minutes Looking and Sketching Autumn Leaves* Skills: shape (to create patterns), form, model, join, intricate patterns, texture Final piece: individual write armature leaves on a *collaborative* branch installation piece	**Major Focus: Painting / Minor Focus: Texture Painting** Explore: Claude Monet water work and Impasto technique (John Bramblitt (blind), Carol Nelson) Access Art: *Landscape Painting: Expressive Mark Making, Explore Urban Landscapes through Paint,* Skills: Explore the effect on paint by adding flour, PVA glue, cornflakes, sand, oats and sawdust for particular effects Final piece: individual Paris-inspired cityscape
Cross-year links	**Anchoring:** Year 1 – Drawing: basic textures, observational drawing Year 2 – Drawing: shading, shadows Year 3 – Drawing: variety of pencils, close observation, positive and negative space Year 4 – Drawing: effect of light, proportion and scale	**Anchoring:** Year 2 – Clay: slab work, carving, pinching, rolling, simple joining Year 4 – Clay: removal technique, shaping, forming, modelling, constructing	**Anchoring:** Year 2 – 3D Sculpture: natural forms, observing, shaping, replication	**Anchoring:** Year 1 – Painting: primary and secondary colour mixing, light and dark, adding black to darken and white to lighten Year 4 – Painting: brush types, tones and tints, harmonious and contrasting colours
	Preparing: Year 6 – Drawing: effect of light, tone, shape, form, scale, proportion	**Preparing:** N/A	**Preparing:** N/A	**Preparing:** Year 6 – Painting: tone, shades, hue, mood, colour & equipment for a purpose
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, Impassto, rough, smooth, raised, flat
Outdoor Opportunities			Collect leaves from playground to sketch outside	
Year 6	**DISCOVER**		**EXPLORE**	**CREATE**

	<u>Focus: Drawing</u> **Mini-project for sketchbook: Soldier Emotions** • Exploring emotion through magazines & artist Andrew Miller • Access art: layered portraits (Mike Barrat -digital creative and photographer whose work combines words, drawings, photographs, music and sound.) • Skills: drawing eyes practice • Final piece with layered, collage background **Other:** • **Self-portraits:** children draw themselves at beginning of year in pencil • **Dunkirk watercolours (collaborative for story telling):** paint and brush techniques, recreate scenes from The Little Ships • **Anderson shelters** for homework		**<u>Focus: Collage (final piece is collaborative)</u>** **Mini-project for sketchbook: Refugees Story** • Exploring collage through famous artists: Njideka Akunyili Crosby, Hollie Chastain • Access Art: Collage streets • Skills: collage session • 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.	**<u>Focus: Colour and Pattern, Printmaking</u>** **Project for sketchbook / exhibition: The Evolution of Rock Art** • Explore how artists use colour and pattern (range of artists on Art Express) on album covers • Access Art: Batik in Schools • Skills: Batik skills session (The Batik Guild artists) • Pattern skills session • Design their work and redraft • Create final piece showcase the changes of album art from 3 decades **<u>Mini-project: Painting</u>** • Creating a backdrop for the production • Planning design in sketchbooks	
Cross-year links	**<u>Anchoring</u>:** All years - Self-portraits: reflect on previous portraits Year 3 – Portraits (focus on tone and texture) Year 5 – shadow and tone spheres		**<u>Anchoring</u>:** Year 4 – Collage (climate change collage with recycled materials) Year 4 - Exploration of the textures of paint (water, PVA, sand, sawdust) Year 5 – texture painting and textiles (creating a cityscape with sand, glue, sawdust etc.)	**<u>Anchoring</u>:** Year 3 – batik dying fabric Year 4 - polystyrene printing and pattern (fabric patterns)	
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
Outdoor opportunities			Collect natural materials to use in collage	Analysing patterns in nature	