

Long Term Plan – Art and Design						
Brief overview of projects and skills to be taught and artists/movements studied						
Year group	Autumn		Spring		Summer	
Nursery	<b>Me and my community</b> Introduction to primary colours and mixing. Manipulate dough. Explore line and shape.	<b>Once upon a time</b> Fold, stick and tear – simple collage.	<b>Starry night</b> Mixing using brushes, toothbrushes, straws and spray bottles to create night sky paintings.	<b>Dangerous dinosaurs</b> Drawing: Line, zig zags, spirals, straight lines and curvy lines.	<b>Sunshine and sunflowers</b> Environmental art. Clay. Claude Monet, Kandinsky and Nolde.	<b>Big Wide World</b> Creating patterns. Weaving.
Reception	<b>Let's Explore</b> Draw human form and introduced to paint techniques.	<b>Marvellous Machines</b> Digital art Print making	<b>Long Ago</b> Refine drawing skills. Explore colour mixing. Paint portraits. Intro to clay.	<b>Ready Steady Grow</b> Use natural materials to make patterns and images. Develop printing skills. Further develop colour mixing.	<b>Animal Safaria</b> Early collage – animal masks	<b>On the beach</b> Making models
Year 1	<b>Mix it (year 1)</b> Basic colour theory. Exploration of how artists use colour in their artwork. Development of brush skills	<b>Funny Faces and Fabulous Features</b> Introduction to portraiture. Explore famous portraits. Introduction to collage.	<b>Rain and Sunrays</b> Introduction to collagraph printmaking. Introduction of word 'motif'. Visual elements of line and shape.		<b>Streetview</b> Introduction to relief and mural making. Explore and compare urban landscapes. Artist study: James Rizzi. Recap learning about colour wheel.	
Year 2	<b>Mix it (year 2)</b> Revisit colour theory and extend to secondary colours. Explore hues. Explore use of colour in artwork.		<b>Still Life</b> Develop sketching skills. Use famous still life artworks to look at colour, composition, subject matter and texture. Look at work by Cézanne, Van Gogh, Georges Braque. Further explore colour mixing and painting techniques.		<b>Flower Head</b> Build on understanding of sculptural forms. Direct observation. Study floral art from different artists and genres. Artist study: Yayoi Kusama.	
Year 3	<b>Contrast and Complement</b> Revisit and extend understanding of colour theory. Colour families, analogous, complementary, warm, cool and tertiary colours. Introduction to watercolours. Analyse paintings.	<b>Prehistoric Pots</b> Significant art: Bell Beaker pottery. Sketching. Extend clay skills from year 2. Explore ways to add embellishment.	<b>Ammonite</b> Nature as a starting point. Printmaking and clay sculpture. Drawing techniques: line drawing, cross hatching and shading Prints using one or two colours.		<b>Beautiful Botanicals</b> Nature as a starting point. Genre of botanical art. Make sketches and colour studies. Work of botanical artists. Detailed botanical painting with watercolour.	
Year 4	<b>Contrast and Complement</b> Revisit and extend understanding of colour and colour theory. Further develop watercolours – wet on wet. Revisit concept of colour wheels. Use warm and cool colours effectively.	<b>Vista</b> Revisit theme of landscapes. Explore famous landscapes. Use a viewfinder. Study mountainous landscapes. Atmospheric perspective using pen, pencil and ink. Manipulate photographic images. Use knowledge of colour.		<b>Animal</b> Revisit theme of nature. Introduced to drawing animal forms and studying patterns, textures and colours. Revisit clay skills. 3-D sculpture in style of a Bankura horse.	<b>Statues, statuettes and figurines</b> Revisit theme of figurative art. Explore 3 dimensional representation of human form, looking at purpose and characteristics from ancient civilisations. Develop clay techniques.	

Year 5	<p><b>Tints, Tones and Shades</b> Extend understanding of colour theory. Introduction to tints, tones and shades. Look at tints, tones and shades in landscape paintings. Explore how tints, tones and shades can be used to create light, shadow and perspective.</p>	<p><b>Light, Line and shadows</b> Explore visual qualities of line, light and shadows. Look at work of significant artists: Picasso and Rembrandt. Shading techniques: cross hatching, scribbling, ink wash and contouring.</p>	<p><b>Mixed Media</b> Revisit art of collage. Explore paper and fabric collage. Explore mixed media artworks.</p>	<p><b>Expression</b> Revisit portraiture. Continuous line drawing, mixed media. Large scale drawing.</p>	
Year 6	<p><b>Skills lessons – tints, tones and shades and sketching techniques 2 lessons</b> Further extend colour theory.</p>	<p><b>Distortion and Abstraction</b> Revisit portraiture. Explore how artists portray political and social messages through their art. Develop a suite of work.</p>	<p><b>Inuit</b> Art, craft and traditions of Inuit culture. Revisit theme of animals in art. Build on reduction printing. Stencilling technique and printing. Artists: Kenojauak Ashevak, Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun</p>	<p><b>Trailblazers, Barrier Breakers</b> Barrier breaking black artists. Research pieces and develop sketch book work about their work and significance.</p>	<p><b>Bees, Beetles and Butterflies</b> Revisit nature and natural world. Introduced to significant illustrators and revision of sketching, painting and claywork.</p>

**Skills progression**

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Drawing Pencil, ink, charcoal and pen (pastels, chalk, wire, other media)	Make continuous lines and closed shapes using drawing materials. Develop fine motor control Develop repertoire of lines and shapes which become symbolic systems. Dots, vertical lines, horizontal lines, lines that enclose spaces, circles Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas or emotions.	Select appropriate tools and media to draw with. Develop repertoire of lines and shapes which become symbolic systems. Dots, vertical lines, horizontal lines, lines that enclose spaces, circles Begin to show accuracy and care when drawing.	Use soft and hard pencils to create different types of line and shape. Use lines to represent objects that have been seen, remembered or imagined. Begin to use mark making to show the form of shapes and objects. Begin to explore lighter and darker tones. Colour in solid objects with coloured pencils or pastels	Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space Show increasing pencil control. Use lighter and darker tones to show 3D objects using smudging and shading	Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. Begin to control a range of graded pencils to experiment with lines and tones. Use lighter and darker tones to show 3D objects Infill shapes to the given outline.	Use the properties of pen, ink and charcoal to create range of effects in drawing Control a range of graded pencils to experiment with lines and tones. Create images that have been seen, remembered or imagined realistically.	Use pen and ink to add perspective, light, and shade to a composition or model. Work for a sustained amount of time on a detailed drawing applying learnt techniques. Use close observational skills in varying concepts. Use lines, patterns, textures and shapes within a drawing. Use Perspective in work by using a single focal point on a horizon. Begin to draw familiar things from different view points.	Use line and tone to draw perspective. Use a range of learnt techniques to create realistic 3D drawings and whole sketches.
Malleable materials Clay, transient materials (natural and man made), Modroc, wire, foil, cardboard etc	Explore ways of changing the shape or texture of malleable materials	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, smoothing. Cardboard layering	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Use clay to create a detailed or experimental 3D form.		Revision of clay skills Create a 3-D form using malleable materials applying known techniques
Paint Poster, acrylic, watercolour, textured (addition of sand, salt etc)	Explore colour and application of paint using a range of different tools.	Use primary and other coloured paint and a range of methods of application Use different brushes for specific purposes.	Identify and use paints in the primary colours	Identify and mix secondary colours	Identify, mix and use contrasting coloured paints.	Identify mix and use warm and cool paint colours to evoke warmth or coolness in a painting.	Mix and use tints and shades using a range of paints. Begin to consider composition when planning a piece of art.	Use colour palettes and characteristics of an artistic movement or artist in art work. Can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
Human form – linked to drawing, sculpture and collage	Use a variety of marks to represent the human form, from observation, imagination or memory.	Represent different parts of the human body from imagination, observation or memory with attention to detail.	Represent the human face using drawing or painting with some attention to facial features	Represent the human form, including face and features from observation, imagination or memory.		Explore and develop three dimensional art that uses the human form.	Explore and create expression in portraiture	Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.	Make simple prints and patterns using a range of liquids including ink and paint.	Use the properties of various materials such as clay or polystyrene , to develop a block print	Make a two colour print	Combine a variety of printmaking techniques and materials		Use the work of a significant printmaker to influence artwork. Inuit Artists

collage	Explore different materials freely Develop fine motor controls	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Make choices about which material to use from a given selection. Select, sort, cut and tear. Use glue and paste carefully to overlap and overlay.	Investigate texture through a range of materials Cut a variety of shapes			Select and use material to achieve a specific outcome. Experiment with creating mood, feeling, movement and areas of interest. Experiment with a range of collage techniques: tearing, overlapping, mixed media Add embellishment using a variety of techniques.	
Generation of ideas	Talk about and represent ideas	Communicate their ideas as they are creating artwork	Communicate their ideas before creating artwork. Sketch books are introduced.	Make simple sketches to explore and develop ideas	Use preliminary sketches to communicate an idea or experiment with a technique	Create a series of sketches over time to develop ideas on a theme or mastery of a technique	Review and revisit ideas and sketches to improve and develop ideas	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
Evaluation	Say what they like or dislike about their own work	Share creations with others, explaining intentions and techniques	Say what they like about their own or others' work by using simple artistic vocabulary	Analyse and evaluate their own and others' work using artistic vocabulary	Make suggestions for ways to adapt and improve a piece of art work	Give constructive feedback to others about ways to improve a piece of art work.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Adapt and refine art work in light of construction feedback and reflection.
Significant people, art work and movements	Explore and talk about famous pictures or famous artists	Explore artwork by famous artists and talk about their likes and dislikes.	Describe and explore the work of a significant artist.	Explain why a painting, piece of artwork, body of artwork or artist is important.	Work in the style of a significant artist, architect or designer	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement.	Explain the significance of different art works from a range of times and cultures and use elements of these to create own artworks.
Artists and movements studied:	Claude Monet, Kandinsky and Nolde.	Claude Monet, Kandinsky and Nolde.	Exposed to: Faith Ringgold, Celmentine Hunter, Pablo Picasso, Piet Modrian, Wassily Kandinsky, Geroge Inness, Vangogh Significant Artist: James Rizzi	Exposed to: Cezanne, Vincent Van Gogh and a range of other still life artists Significant Artist: Yayoi Kusama	Exposed to: Piet Mondrian, Roy Lichtenstein, Nicholas, Poussin, Matisse, Vincent Van Gogh Bell Beaker work Significant Artist: Katie Scott	Exposed to: Piet Mondrian, Roy Lichtenstein, Nicholas, Poussin, Matisse, Vincent Van Gogh Sumer figurines Significant artist: Christa Rijnveld	Exposed to: Van Gogh, Renoir, Pissarro, Monet, Sharyn Finnegan, Turner, Pieter Brugel the Elder, Focus on: Picasso and Rembrandt Movement: Expressionism: Munch, Gramatte, Kirchner, Surrealism: Kurt Schwitters, Dreyer, Matisse	Inuit art Kenovak Ashovak Significant black artists Distortion and abstract art

SMALL STEP PLANNING

(for more detail see Maestro –take note of school adaptations)

Year 1

Project title	Lessons	Key learning
Mix it	Let's mix: Identify primary and secondary colours and explore mixing them from ready mixed paint. What are primary colours? What are secondary colours? What is special about primary colours? Which two primary colours make purple/orange/green? Create a colour wheel using knowledge gained from the session.	Colour theory Refinement of painting skills Colour wheel

	Same or Different? Look at work by artists focusing on the colour emphasising primary and secondary and exploring how the art work makes them feel.	Colour theory understanding Comparing two or more pieces of art. Artists: Faith Ringgold, Clementine Hunter, Pablo Picasso, Piet Mondrian, Wassily Kandinsky, Van Gogh
	Colour Carousel Further exploration of mixing secondary colours using a range of painting techniques: foam rollers and folding	Primary and secondary colours Introduction of new techniques: foam rollers (will have been exposed to this in EYFS)
	Colour challenge: Refining paint skills and revisiting primary and secondary colour knowledge	Primary and secondary colours Painting skills.
Funny Faces and Fabulous Features	Exploring portraits Explore a range of different portraits and discuss what is the same and what is different.	Introduction of portraiture Drawing skills – charcoal, pencil Comparing two or more pieces of art
	Funny Faces: Introduction to collage	Introduction to collage
	Exploring colour: Use the portrait picture cards for children as a starting point to explore the style of an artist that they find interesting. Use paints or pastels to add colour, building on their knowledge of primary and secondary colours	Drawing skills Exploring a piece of art work Primary and secondary colours
	Collage creators: Reminder of what collage is. Use a range of materials fabrics and papers to create a collage using their own self portrait as a starting point.	Development of portraiture as a collage. Development of collage skills –using fabric and paper.
	Assessment: Explore understanding of portrait and collage. Can they name an artist that they have studied during this unit? Revision of primary and secondary colours.	Revision of skills and knowledge.
Rain and Sunrays	Exploring line and shape: Explore hard and soft pencils mark making	Understand line and shape Development of sketching skills – exploring different ways of making marks
	Exploring texture and collagraphy: Talk about the textures of different materials and use these different materials to print with. Describe the lines and shapes seen through the printing.	Revision of line and shape through print Vocabulary of textures Exploring printing using different materials.
	Creating Weather collagraphs. Introduce vocabulary of 'motif'. Look at what motif's could be used to signify weather. Use a range of materials to make a collagraph for printing using a range of primary and secondary colours. Explore patterns	Printing techniques: collagraph Vocabulary introduction: Motif, pattern, textures, smooth, rough, bumpy, hairy, spiky Revision of primary and secondary colours.
	Assessment: Discuss knowledge of textures, motif, primary and secondary colours, what is line and shape?	
Street view	Exploring buildings: Revise different mark making with pencils. Sketch buildings.	Revision of sketching – line and shape
	Similar or different: comparing pieces of art- drawing out understanding of colours, shape, line	Compare two or more pieces of art

		Develop understanding of line and shape Develop vocabulary: smooth, rough, lines, wavy, soft Revise knowledge of colour: primary and secondary and impacts that colours have.
	Significant artist study: James Rizzi Look at different pieces of his art work. Invite initial responses about colour and composition. Recreate part of his work using range of different media. What do they like/dislike about it.	Vocabulary: colour and composition. Line, shape Artist study: James Rizzi Describe and explore work of a significant artist.
	Exploring Colour: revision of blending colour to make a colour wheel. Use pastels to blend as a variation on paint.	Revision: Primary and secondary colours
	Exploring Form: Introduce the word form for 3D piece of work. Introduce idea of layering to create a 3D piece of work based on James Rizzi. Development of collage work.	Introduction of word: Form to describe a 3D piece of work. Revision of collage skills
	Mural makers: Look back at buildings work to develop a painting based on a building in the style of James Rizzi. Apply colour mixing and painting skills, using layering to create form.	Application of knowledge and skills: painting, colour theory Revision of word: form

Year 2

Project title	Lessons	Key learning
Mix it 2	Let's mix: Identify primary and secondary colours and explore mixing them from ready mixed paint. What are primary colours? What are secondary colours? What is special about primary colours? Which two primary colours make purple/orange/green? How many different greens can you make? How many different oranges? Revise knowledge of the colour wheel Remind children of brush skills.	Colour theory Refinement of painting skills Colour wheel
	Same or Different? Look at work by artists focusing on the colour emphasising primary and secondary and exploring how the art work makes them feel. These are the same pictures as used in Year 1 in order to develop pupil's knowledge of description of line, colour, shape, subject	Colour theory understanding Comparing two or more pieces of art. Artists: Faith Ringgold, Clementine Hunter, Pablo Picasso, Piet Mondrian, Wassily Kandinsky, Van Gogh
	Colour Carousel Further exploration of mixing secondary colours using a clay block to print. Relief printing introduction.	Primary and secondary colours Introduction of new technique – clay – relief printing.
	Colour challenge: Refining paint skills and revisiting primary and secondary colour knowledge	Primary and secondary colours Painting skills.
	ASSESSMENT: Primary and secondary colours creating different hues	
Still life	Exploring still life Explore a range of different paintings of still life: subject matter, colour, composition and texture. Copy a still life to make a detailed sketch.	Introduction of still life Drawing skills – charcoal, pencil Comparing two or more pieces of art
	What is a still life: reinforcement of word composition. Artists: Paul Cezanne Vincent Van Gogh, Cornelius Gijsrechts, George Braque, Roy Lichtenstein	Artist study – developing vocabulary, comparing pieces.
	Exploring colour: Use the still life pictures to zoom in on colours – explore the different hues – can the children recreate the colours mixing primary colours to create secondary?	Exploring a piece of art work Exploring hues of colour Primary and secondary colours

	Still life study: create a still life for children to work on. Discuss shape, colour, form, composition before starting. Use paint to apply knowledge of colour mixing.	Still life as a subject matter Revise shape, colour, form (to describe the 3D objects on display), line, composition Apply knowledge of colour mixing to paint their work.
	Assessment: What is a still life? What objects are often used? Can you name a still life artist, secondary colours, knowledge of composition	
Flower Head	Flowers: Discuss shape, form, colour and pattern using flowers as a starting point. Sketch (revise sketching techniques).	Understand line, shape, form, colour and pattern. Development of sketching skills – exploring different ways of making marks
	Exploring shape and form Apply understanding of printing, collage and 3D work – layering paper (building on from Year 1)	Revision of line and shape through print – block printing Revision of collage Vocabulary of textures Exploring printing using different materials – polystyrene Layering paper to create form
	Exploring texture: Revise texture vocabulary: rough, smooth, wrinkly, soft, sharp, spiky, bumpy. Explore how to create texture using collage techniques and clay.	Developing collage techniques Vocabulary reinforcement: textures, smooth, rough, bumpy, hairy, spiky, form
	Exploring colour: Recap on visual elements of flowers: shape, form, texture. Focus on colours and pattern and recreate these in sketchbooks.	Vocabulary: shape, form, texture Application of primary and secondary colour knowledge Blending skills painting or pastels.
	Artist study: Yayoi Kusama Use clay to make a flower sculpture – make marks on clay using tools. Paint in the style of Yayoi Kusama.	Artist study: Yayoi Kusama Clay skills – slip, mark making, patterns Painting in style of artist. Consider colour, mix primary colours to make secondary.
	Assessment: What do children know about shape, form, texture, pattern, composition; vocabulary to describe texture	

Year 3

Project title	Purpose of lesson	Key learning

Contrast and Complement 3 lessons + Assessment	Introduction to watercolours – mixing colours using both wet on dry, wet on wet skills to explore and revise colour mixing.	Colour theory Colour wheel Introduction of watercolour
	To identify warm, cool, tertiary, analogous and complementary colour families: Mix and record pairs of complementary colours/ warm colours etc. Using watercolours.	Complementary, tertiary, analogous, warm, cool
	To identify colours in pieces of art work: Investigate how artists use colour and use new vocabulary – warm, cool, complementary etc. Mix own colours to match those used in art work	Artists: Wassily Kandinsky, James McNeil, Winslow Homer, Claude Monet, Picasso, Roy Lichtenstein, Piet Mondrian Colour mixing application
	To use warm or cool colours to create a background for a collage. Application of skills.	Application of skills Application of knowledge of colour Painting skills Watercolour skills – wet on dry or wet on wet
	ASSESSMENT: understanding of primary, secondary, complementary, analogous, warm cool etc. Knowledge of water colour techniques – wet on wet, dry on wet	
Prehistoric pots 4 lessons + assessment	To sketch in detail a Bell Beaker piece of pottery considering shape, pattern and form. Revise sketching techniques.	Sketching skills Knowledge of significant cultural art.
	To develop clay skills. Explore clay skills of rolling coils, using slip, making a pinch pot and joining clay.	Clay skills: slip, pinch pots, joining
	To develop clay skills – decoration: Using Bell Beaker pots as inspiration, practise making Bell Beaker style patterns on clay slabs by imprinting a range of natural materials: fingernails, stones, shells, twigs, rope and cord. Geometric shapes: zig zags, herringbone patterns, lines and dots.	Investigating art work – Bell Beaker pottery Investigating pattern Developing clay skills
	To make a Bell Beaker style pot: application of learnt skills – pinch, coil and pattern. Plan design first and decorate applying knowledge of pattern.	Application of knowledge: pinch, coil, slip, joining. Replicating a style: patterns
	ASSESSMENT: Background knowledge of Bell Beaker pottery, clay skills: pinch, coil, joining , slip	
Ammonite	To continue to develop sketching skills: revise knowledge of hatching, cross hatching, shading, stippling to show details in a series of sketches.	Sketching skills: hatching, cross hatching, shading Adding texture to sketching, fine details.
	To use detailed sketches to develop a motif: revise knowledge of shape, form and pattern. Capture essence of Fibonacci into a motif and develop this.	Revise pattern, form and shape. Develop a motif
	To learn techniques of relief printing: apply motif to polystyrene tiles. Add second colour and more detail to print. Evaluate work.	Refine knowledge of relief printing Evaluate work
	To further develop clay skills: create a 3D sculpture of an ammonite using learnt skills – pinching, rolling, coils etc. Paint finished pieces of work.	Further application of clay skills: pinching, coils, slip, decoration
	Assessment: Understanding of motif, sketching skills, relief printing	
Beautiful Botanicals	To Learn about botanical art: Explore visual elements using fruits, vegetables and plants. Use sketching pencils and watercolour paints.	Revise sketching skills showing detail Develop watercolour techniques
	To compare pieces of art work: Look at pairs of images and describe subject matter, visual characteristics, how the drawings are the same or different	Compare work of artists, reinforcing knowledge of subject matter, colour, pattern, shape
	To work in the style of an artist: Katie Scott. Discuss terms illustrator and illustration. Describe style and other visual elements. Make drawings of the artist work in their sketch books using coloured pencils to add colour.	Work in the style of an artist/illustrator: Katie Scott Sketching skills – fine details adding colour with coloured pencils

	To apply skills to create own botanical piece of work: Fantastic fruits. Create a detailed botanical study finishing by adding watercolour.	Application of sketching skills
		Application of watercolour skills

Year 4

Project title	Purpose of lesson	Key learning
Contrast and Complement Yr 4 3 lessons + Assessment	Revise knowledge of warm, cool, tertiary, analogous and complementary colour families. Mix colours with water colour palettes. Revision of wet on wet or wet on dry techniques	Colour theory Colour wheel Revision of watercolour
	To identify colours in pieces of art work: Investigate how artists use colour and use new vocabulary – warm, cool, complementary etc. Mix own colours to match those used in art work. Same presentation as Year 3 to reinforce understanding	Artists: Wassily Kandinsky, James McNeil, Winslow Homer, Claude Monet, Picasso, Roy Lichtenstein, Piet Mondrian Describing pieces of art work Colour mixing application with watercolours.
	To use warm or cool colours to create a background for a future line drawing. Choose warm or cool colours. Wet on wet technique to be used – could add salt to create further watercolour knowledge.	Application of skills Application of knowledge of colour Painting skills Watercolour skills –wet on wet with salt
	ASSESSMENT: understanding of primary, secondary, complementary, analogous, warm cool etc. Knowledge of water colour techniques – wet on wet, dry on wet	
Vista	To understand what a landscape art work is: Understand why this is often chosen as starting point for artists. Compare two pieces of art work using vocabulary: subject matter, shape, colour,	Apply skills of subject matter, shape, colour,line etc when comparing two pieces of work.
	To understand atmospheric perspective: understand that this means that colours in the foreground have strong colours, middle ground faded colours, objects in back ground have very faded or blue colours To apply understanding when using sketching skills and watercolour and practice these techniques	Introduce: foreground, middle ground, background and atmospheric perspective. Sketching skills to develop understanding of perspective Watercolour skills to develop understanding of perspective.
	To investigate how perspective can be shown through pattern: investigate the work of Christa Rijnveld looking how she creates perspective through pattern: discuss line, shape, pattern colour combining lines and dots. Recreate part of her art work. Using fine and thicker lines and different sizes of dots to create perspective. Use previous backing paper to add chosen work onto (could use carbon paper to help with transfer from original design).	Work in the style of an artist. Christa Rijnveld. Explore how perspective can be developed through pattern.
	ASSESSMENT PIECE: To draw/paint own mountainous landscape of their choice applying known skills starting from photographs. Apply skills learnt - atmospheric perspective, pattern/line detail etc develop picture from sketches before transferring onto A4 for final composition.	demonstrate known painting techniques Demonstrate understanding of atmospheric perspective Demonstrate understanding of sketching techniques
Animal	To investigate the significance of animals in art: Compare and contrast two pieces of art. Sketch piece of work.	Compare and contrast two pieces of art showing developing understanding.

	To learn techniques for drawing animals. Sketching techniques	Learn techniques for sketching animals Development of sketching techniques
	To develop further understanding of texture - developing sketching skills using animal coverings as a starting point. Revise sketching techniques. Develop a motif from the patterns seen and transfer this to polystyrene to print.	Sketching texture Developing a motif – figurative, abstract, vegetative Revision of printing skills
	To further develop clay skills using pins to strengthen joints: follow instructions to make a horse	Further development of clay skills
	ASSESSMENT PIECE: Apply clay skills to make animal of own choice	Application of clay skills
Statues, statuettes and figurines	Introduce understanding of figure drawing: Practice sketching skills using pen, ink and charcoal – quick sketches	Develop sketching techniques using the human form.
	Investigate sculptures and figurines: sketching them and finding out more about them including ancient sculpture.	Develop sketching skills Develop knowledge and significance of sculptures Use vocabulary of form, size, details
	To further develop clay techniques to create a sculpture with an armature. Practice new clay technique to make a figure	Clay sculpture technique with armature
	ASSESSMENT LESSON To apply technique to make own choice of figurine. Paint and evaluate – shape, form, pattern, colour subject matter	Clay sculpture technique with armature.

Year 5

Project title	Purpose of lesson	Key learning
Tints, tones and Shades	Recap knowledge of colour theory and introduce tints, tones and shades. Explore mixing tints, tones and shades with ready mix paints.	Colour theory
		Colour wheel
	To identify tints, tones and shades in landscapes: Study a landscape picture card in detail. Record colours they can find mixing up tints tones and shades.	Mixing tints, tones and shades
		Investigate landscape work Mix colours using knowledge of tints, tones and shades. Colour mixing with ready mixed paint (primary, secondary + black, white)

	Develop landscape drawing: reminder of sketching techniques and understanding of perspective. Sketch some ideas from primary sources – this could be linked to their China work.	Sketching techniques: stippling, cross hatching, lines, dots, hatching, shading Developing perspective
	ASSESSMENT: Development of a final piece from their sketches applying skills and knowledge. Check understanding of tints, tones and shades.	
Light, Line and shadows	To further develop sketching techniques by experimenting with continuous line drawings. Pencils, charcoal, fine liners	Sketching and observation skills – still life continuous line
	To investigate a significant artist: Pablo Picasso Recap continuous line drawing. Imitate the style of his continuous line drawings.	Artist study: Pablo Picasso Imitate an artist's style – Pablo Picasso line drawings.
	To further develop shading techniques: contour lines, cross hatching, stippling, scribbling, smudging Practice techniques, exploring the differences. Could use hand mannequins to help. Use with pencil and fine liners – add ink wash.	Further develop shading techniques: contour lines, cross hatching, stippling, scribbling, smudging
	Assessment piece: Create artwork with line, light and shadows Apply knowledge and skills to produce a piece of work based on a black and white photo demonstrating sketching skills and understanding of light and shade.	Demonstrate sketching techniques. Demonstrate understanding of light and shade.
Mixed Media Collage focus – revising initial learning from year 2	To learn about the art of collage making. Explore how colour, texture, line and shape can be represented in collage – including using fabric.	Understanding of collage as an art form, including surreal, abstract, realism Further understanding of colour, texture, line and shape and how these can be represented.
	To introduce mixed media and explore art work.	Further development of collage as mixed media Communicating ideas and understanding of collage
	To explore photo collage and surreal art work Develop ideas of collage using photographs to create surrealism.	Using photographs as collage Knowledge of surrealism
	ASSESSMENT LESSON: using knowledge and skills learned in this unit, produce a final piece of mixed media art on a theme – this could be surrealism, abstract, realism.	Application of collage skills
Expressionism	To explore the work of Expressionist artists. - develop Development of sketching techniques. Understanding of portraits	Further knowledge of Expressionist artist Further application and development of sketching techniques
	To learn about a significant artist: Edward Munch Explore art work, describing use of colour and brush strokes – lesson 1	Develop knowledge of a significant artist Edward Munch Describe paintings using knowledge of colour and style.

	To explore colours used in expressionism. Lesson 2	Revise colour mixing techniques to replicate colour.
		Describe colour in detail
	To describe how a painting 'feels'. Lesson 3	Describe colour in detail
		Describe how a painting can emote feelings.
	ASSESSMENT LESSON: creating an Expressionist style painting (lesson 4 + innovate) Using a photo of themselves as a starting point, plan and then develop an expressionist style painting of themselves.	

Year 6

Project title	Purpose of lesson	Key learning
Skills revision	Skills lesson on tints, tones and shades – recap what can they remember? Skills lesson on sketching techniques:	Recap colour theory
		Revise sketching techniques
Distortion and Abstraction	To identify the properties of abstract art – explore distortion and abstraction by line	To identify the qualities of abstract art.
		Abstraction by line – continuous line drawings
	To explore abstraction by line, colour and shape Use painting techniques	Abstraction by shape
		Abstraction by colour
	To explore Guerica by Pablo Picasso and Orphism pieces Compare and contrast styles	Explore work of significant artists Compare and contrast styles
	Assessment piece: Create a piece of abstract art in the Orphism style	Orphism style Painting techniques
Inuit	To Learn about Inuit art Identify subject matter, shape, form, pattern and colour. Importance of animals	To learn about different styles of art work – Inuit, identify significant artists
		To revise and deepen knowledge of subject matter, shape, form line, pattern and colour
	To further develop printing skills – stencilling	To further develop printing skills, stencilling and stippling
	To explore significant art work: 'The enchanted owl' by Kenojuak Ashevak Identify subject matter, colour, shape, line and pattern – how is it similar to other pieces of inuit art? Explore colour combinations using ready mixed paint.	To explore significant art work: Enchanted Owl Kenojuak Ashevak
	ASSESSMENT LESSON: Applying skills of stenciling, lino printing and sketching, develop a piece of work in the Inuit style based on animals	Application of printing skills
MAAFA In depth artist study	To explore the work of significant black artists Conduct an artist study.	Learn about significant black artists.

	Explore a piece of work in more detail – replicate style, find out more about the piece using research.	Compare pieces of art work, with growing sophistication.
		Describe paintings using knowledge of colour and style.
Bees, butterflies and Beetles Observational drawing	To develop sketching to explore the subject of an insect	Apply known skills of painting sketching
		Use language of shape, pattern, form, line
	To explore work of Lucy Arnold and Rosalind Monks Explore use of colour and pattern and replicate these using water colours	Work of artist Lucy Arnold and Rosalind Monks
	To apply sketching skills to draw a detailed picture of an insect	Use of line, tone, shape and colour
	To apply collage skills to create a mixed media collage of a beetle	Application of collage skills
	Revise clay skills of coiling, slip, joining, to make a relief tile of an insect – supported work	Revision and application of clay skills
	Final Assessment piece: based on sketchbook drawings, pupils to develop their own choice of final piece – painting, sketch, illustration, clay work, collage applying all skills.	

