

| | Ongoing | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|--|---|---|---|---|--|---|
| | | Drawing skills – pencil work | Printing techniques – Experimenting with making marks, creating patterns, block printing and relief printing. | Painting skills – brush work, accuracy and paint mixing. | Textiles – basic knotting, weaving and wrapping, t-shirt design and colouring, and sewing. | Collage – contrasting materials, optical art, tearing and line styles, recycling. | 3D – making with clay, paper mâché and gum tape. |
| Y1 | Produce creative work with a range of materials, exploring their ideas and recording experiences. Become proficient at a range of art techniques | Pencil Skills: Observational Drawings around school | Printing: investigate mark making with different objects. Create prints linked to class text | Painting: neat brush work within the lines, thick and thin lines. Zero through Nine” by Jasper Johns | Textiles: Weaving, wrapping and knotting | Collage: Richard Goldsworthy - lines. Investigate contrasting materials to make pictures. Response to the work of Patrick Herron . | 3D : Clay Tile with impressions of natural forms |
| Y2 | Know about some famous artists, commenting on differences and similarities and making links to their own work. | Pencil Skills: Self Portraits linked to the work of Linda Huber | Create a Pop Art style print in the style of Andy Warhol using cut out templates | Painting : Create different colours = colour wheel - Study of Kandinsky concentric circles | Textiles: A t-shirt for a Roald Dahl Character - investigate different ways of joining materials | Collage: Bridgett Riley – optical art. Response to the work of Matisse. | 3D: Clay tile sculptures of a magic garden (Could be paper sculptures) OR link to primitive music: Use large cardboard tubes to create and decorate as didgeridoo |
| Y3 | Pupils should develop greater control and accuracy in their artwork. Pupils should use a range of materials with creativity, experimentation and increasing awareness of different art, styles and artists. | Pencil Skills: drawing accurately, shading flat tones (no scribble). Adding shadows to create realism. Making art interact - Link to the work of Cesar Del Valle and JB Hillberry . | Printing: build up layers of card/straws to create a printing book. Use this technique to create cave painting style pictures. Use the artists of Lascaux cave as inspiration. | Painting - Tones and tints - Response to Vangogh | Textiles: Tie-dye and dip dye t shirt designs. | Collage: Response to the works of Paul Klee and Henry Matisse | Paper Mache Bowl in the style of an artist. |
| Y4 | Pupils should use sketch book work to record observations, review work and revisit ideas. | Pencil Skills : Develop texture and shading techniques to help add depth and realism. Study the work of Adonna Khare and create a picture in her style. | Printing : Using relief printing technique (pressing down areas of polystyrene) Look at the artwork of Lucienne Day . Create Prints in the same style | Painting: - Painting on different materials, Overpainting techniques and texture. Cubism study through Pablo Picasso | A study of the pitmen painters. Textiles - Create a banner - Introduce the children to the work of the textile artist Michael Brennand-Wood. Explain about his latticework and layering techniques | Collage: Matisse the dance, Francis Bacon - distorted portraits, Andy Warhol - recycling art | 3D: Tape shoes - study fashion changes and create a shoe in a design of the future / linked to a story |

