

Subject Curriculum Overview



Art & Design

Southwater Infant Academy

Planning and Progression

'Growing, Learning and Succeeding Together'

Curriculum Statement

Intent

At The Southwater Infant Academy we recognise the importance that Art and Design has played in shaping our history, and its ongoing contribution to the culture, creativity and wealth of our society. We aim to deliver a high quality, creative Art and Design education, designed to inspire, engage and challenge all pupils. Children are encouraged to experiment, invent and create, and we provide them with the knowledge and skills to continue this process throughout their learning.

We believe that Art and Design stimulates imagination, curiosity and ingenuity. At Southwater Infant Academy, we build on children's active learning skills developed in EYFS and continue effective progression through the development of playing, exploring, creating and thinking critically. We advocate the idea that there is an artist in every child, through promoting individuality and a clear progression of skills, knowledge and vocabulary.

Implementation

Art and Design is embedded throughout the curriculum at Southwater Infant Academy. Children will experience opportunities to develop their skills in drawing, painting, collage, sculpture, textiles. At Southwater Infant Academy we ensure a progression and continuation in the teaching and learning of the elements of art such as form, tone, texture, colour and pattern.

The children's learning is enriched and developed through a themed Creativity Week (based on the National Gallery's 'Take One Picture' scheme), where the children have the opportunity to work collaboratively, explore various styles and techniques and link their Art and Design learning to other areas of the curriculum, inspiring creativity in all subjects.

In the EYFS our children are taught art appreciation through a topic-based curriculum. They are introduced to new skills and are provided with opportunities to explore and experiment with a wide range of materials, tools, and techniques to help them begin to develop their skills in this area.

As the children progress through Key Stage One, they are given opportunities to explore, develop and evaluate their own ideas. They are taught specific skills in drawing, painting, printing, textiles, collage and sculpture. Links with the use of ICT to develop artwork are also made through computing (using the Purple Mash scheme of work). Children are introduced to a wide range of art and artists from various cultures and periods. Every year there is a clear progression of skills, which builds on the children's prior knowledge and learning.

In Year One, the children are encouraged to use a range of tools, exploring line, shape and colour. They are encouraged to mix a range of colours and create a range of textures exploring a wide variety of media.

In Year Two, these opportunities further develop and children are encouraged to explore patterns, mix an increasing range of colours, shades and tints, working on a range of scales with a variety of tools. They experiment with an increasing variety of techniques, developing confidence and independence in drawing, painting, printing, textiles, collage and sculpture.

Impact

Children at The Southwater Infant Academy will become creative and inspired learners, with a wealth of knowledge about the work of a range of artists, craftspeople and designers. Through creative, exciting and engaging learning opportunities, children will have embedded the key Art and Design skills required to support them in developing, producing and evaluating imaginative and individual works of art. Children will be exposed to a diverse and stimulating curriculum. They will grow in confidence in applying the fundamental skills in Art and Design into their own collaborative and individual works of art, confidently exploring their own creativity and celebrating the work of others.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Developing kindness, and supportive relationships	Respecting our environment	Being part of the global community	Being resourceful and creative	Respecting diversity and equality	Driving to aspire and achieve
	<i>Winstons World</i>		<i>Southwater Stars</i>		<i>Into the Blue</i>	
EYFS	Portraits, drawing skills, choosing and challenging colours. Use tools for a purpose. Mark making. Colour mixing. Firework pictures Printing		Collage dinosaurs Mother's Day Cards Pastels	Easter Cards Collage	Wax resist sea pictures Pop up art Create a self-portrait.	Symmetrical printing Observational drawing of plants and flowers
	<i>Bog Baby / Wild and Wonderful</i>	<i>London Calling</i>	<i>Didgeridoos and Kangaroos</i>	<i>This is Me</i>	<i>Once upon a tale Southwaters Past</i>	
1	Sculpture Bog Baby - clay/salt dough Harvest fruit and vegetables	Drawing and Shading Pastels Warm colour mixing Great Fire of London Christmas Cards Calendars	Painting Aboriginal art Dot painting and pointillism Colour mixing and tone Fairtrade Art	Collage Picasso - Collage Mother's Day Cards Easter Cards	Sculpture Andy Goldsworthy Land art	Printing William Morris printing with fruit and vegetables
	<i>To Infinity and Beyond</i>		<i>World Explorers</i>		<i>Champions and Superheroes</i>	
2	Printing Colour mixing Press prints, using natural materials. Relief prints, using string and cardboard. Block prints, using etched tile template	Drawing and Shading Firework pastels Vincent Van Gogh - impasto Christmas Cards Calendars	Sculpture Coil/pinch clay pot making Sgraffito Fairtrade Art	Painting Colour mixing Henri Rousseau inspired jungle scene Mother's Day Cards Easter Cards	Collage Using recycled and reclaimed materials to make artwork Carmen Haselup Tideline trash and treasures	Drawing and Sketching Facial features Portraits Self-portraits

Progression of skills, knowledge and vocabulary

EYFS – Art Scheme of Work

	Autumn 1 Developing kindness, and supportive relationships	Autumn 2 Respecting our environment	Spring 1 Being part of the global community	Spring 2 Being resourceful and creative	Summer 1 Respecting diversity and equality	Summer 2 Driving to aspire and achieve
	Winston's World		Southwater Stars		Into the Blue	
Expressive Arts and Design	Drawing skills - choosing and changing colours Use tools for a purpose. Portraits of others Mark Making Colour mixing Firework pictures through colour mixing	Printing 3 little pigs' buildings Christmas Cards Printing application Calendars	Collage (Eric Carle) Collage Patterns Collage dinosaurs Japanese kimonos with Pastels – inspired by Japanese art	Easter Cards - apply collage Mother's Day Cards - Apply collage	Art – Form / Sculpting sea creatures Pop up art Create a self-portrait.	Art - Symmetrical printing Observational drawing of plants and flowers
Skills	- Experiment with and using primary colours - Naming different colours - Mix (not formal) colours to create another - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper	- Handle, manipulate and enjoy using materials - Sensory experience - Simple collages - begin to name well-known artists and talk about likes and dislikes	- repeating patterns - irregular painting patterns - talk about the work of others	- Print with variety of objects - Print with block colours - Print with everyday objects - Print precisely and clearly	- Handle, manipulate and enjoy using materials. - Build, shape and model a simple structure. - Constructing *Attach and join materials using glue, paste or tape.	- Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures - Encourage accurate drawings of people - simple symmetry
Knowledge	Be able to name the primary colours red, blue and yellow Know how to hold a paintbrush and make marks using paint. To mix something means to put things together to form one other thing	Eric Carle illustrates his own books. He uses collage and painting to create his pictures. Know and name a range of materials, such as paper, card, tissue paper, string, and wool.	I know that a pattern is something that repeats itself Patterns are used in different areas of art Patterns can create feelings and emotions	Painting on an object then pressing it onto paper creates a print. Handprints and fingerprints can be made this way.	Know and name a range of materials e.g., play dough, clay, salt dough.	Know how to hold a pencil or pen Know that people have a body and head, and that arms and legs are attached to the body. Know that a self-portrait is a picture drawn of themselves.

	You can mix primary colours to make other colours					
Vocabulary	Paint Mix Brush Large Small Primary Colours Red Yellow Blue Paper	Smooth Rough Bumpy Feel Thick Thin Cut Tear Glue	Pattern Repeat Feelings Emotions Collage Regular Pastels	Print Paint Press Repeat Colour Paper Wet Thick Paint Colour	Clay Play dough Salt Dough Squeeze Roll Squash Pinch Flat Smooth Sticky Wet Dry Soft Hard	Pencil Pen Hold Draw Line Press Portrait Self Portrait
Cultural Capital, Significant Individuals and curriculum enrichment						

Year 1 – Autumn

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
Lesson 1 – To handle, manipulate and evaluate a range of known materials used to sculpt	A sculpture is a 3D representation created by different shaping techniques	Lesson 1: Exploring mouldable materials Give children a selection of mouldable materials - clay, Plasticine, play dough, salt dough. Children to explore the materials through rolling, squashing, smoothing and shaping.	Manipulate Sculpt Handle Evaluate Shaping Malleable	Discuss The Southwater Iguanodon – materials and properties. Rory McCormack – Brighton based pebble sculptor – discuss wild and wonderful link / environmentalism.

	<p>Different materials have different properties</p> <p>Artists choose different materials to sculpt with based on their properties</p>	<p>Discuss with the children, which materials are more challenging to manipulate and why.</p> <p>Children will be confident in using a range of malleable materials to make shapes and objects.</p> <p>Children will be able to evaluate the effectiveness of different materials for their purpose.</p> <p>Where is the evidence? Tapestry</p>	<p>Resources: Plasticine Playdough Salt dough</p>	
<p>Lesson 2 – To model in malleable/natural materials and control form to assemble basic shapes or forms</p>	<p>A sculpture is a 3D representation created by different shaping techniques</p> <p>This material has malleable properties, making it ideal to add detail to sculptures.</p>	<p>Lesson 2: Making 3D creatures in playdough</p> <p>Children to have a ball of playdough each. Children to make a 3D egg shape body. Demonstrate how to make this by showing the children how to roll the playdough into a ball, how to press and squeeze to shape it, and how to smooth it using fingers.</p> <p>Discuss with the children how they could add arms and legs to their shape. Show children how to shape the arms and legs, and how to use fingers to press and smooth them onto a body. Children to explore other details they could add onto their creature e.g., wings, antennae, etc.</p> <p>Children will be confident in using this malleable material to make shapes and objects.</p> <p>Children will be able to evaluate the effectiveness of this material for this project.</p> <p>Where is the evidence? Tapestry</p>	<p>Malleable Materials Assemble Shape (v) Form (v) Model (v)</p> <p>Resources: Playdough</p>	<p>Discuss The National Trust and schemes of work offered to families e.g., clay sculpting mini beasts.</p>
<p>Lesson 3 - To model in malleable/ natural materials and control form to assemble basic shapes or forms</p>	<p>A sculpture is a 3D representation created by different shaping techniques</p>	<p>Lesson 3: Bog Baby - Making and modelling with salt dough</p> <p>Show children pictures of Bog Baby. Discuss with children how they could make Bag Baby using a mouldable material. Children to refer to previous learning on making a 3D shape.</p>	<p>Malleable Materials Assemble Representation Shape (v) Form (v)</p>	<p>Discuss Bog Baby's illustrator, Gwen Millward – her inspiration (a love of bugs and insects) and her other children's book works.</p>

	<p>This material has malleable properties, making it ideal to add detail to sculptures.</p> <p>Sculpture can be completed by using a combination of materials (multi-media).</p>	<p>Provide children with a selection of materials for decorating e.g., paper for making wings, arms and legs, pipe cleaners, googly eyes, feathers. Children to select the items they would like to use to decorate Bog Baby.</p> <p>Children to shape and create a Bog Baby body from salt dough. Children to add salt dough arms and legs (if they wish). Children then decorate their Bog Baby using the items they have selected.</p> <p>Children will be confident in using this malleable material to make shapes and objects, and by adding other materials (multi-media).</p> <p>Children will be able to evaluate the effectiveness of this material for this project.</p> <p>Where is the evidence? Tapestry</p>	<p>Resources: Salt dough Googly Eyes Feathers Twigs Leaves Pipe Cleaners</p>	
<p>Lesson 4 - To use a range of materials creatively to design and make products</p>	<p>A sculpture can be enhanced by the addition of other materials, including varnish.</p> <p>Varnish can provide a level of sheen to the finished sculpture.</p> <p>Varnish can provide a level of protection to the finished sculpture.</p>	<p>Lesson 4: Varnishing Bog Baby</p> <p>Discuss with the children why they think that their Bog Baby may need to be varnished. Show children how to apply varnish carefully to a Bog Baby creation. Ensure children know to only varnish the salt dough, not any additional decorations.</p> <p>Children to varnish Bog Babies using PVA mixed with a little water.</p> <p>Children will be confident while holding and using a brush with good control, to apply varnish.</p> <p>Where is the evidence? Tapestry</p>	<p>Enhance Varnish Sheen Gloss Protection Apply</p> <p>Resources: Previous Bog Baby PVA Glue Paintbrushes</p>	<p>Discuss</p>
<p>Lesson 5 - To use a range of materials to design and create an object to closely</p>	<p>A sculpture can be enhanced by the</p>	<p>Lesson 5: Harvest - make a salt dough 3D fruit or vegetable</p>	<p>Enhance Replicate Selection</p>	<p>Discuss the Japanese art form of carving food: Mukimono</p>

<p>replicate the real-life article.</p>	<p>addition of fine detail.</p> <p>A sculpture can be created to replicate a real-life object.</p> <p>Various tools and everyday objects can be used to add detail to sculpture.</p>	<p>Provide children with a selection of real fruits and vegetables (or high definition, close images if necessary). Children to refer to them, to mould and shape a salt dough fruit or vegetable.</p> <p>Provide clay tools and everyday objects for children to use to add fine detail to their fruit/vegetable, attempting to replicate real life e.g., forks to add pip detail to a strawberry.</p> <p>Children will be confident in applying previous knowledge and skills from making a Bog Baby, to create a 3D fruit and/or vegetable for a class harvest display.</p> <p>Where is the evidence? Tapestry</p>	<p>Adding Detail Objects</p> <p>Resources: Salt Dough Clay Tools Plastic or bamboo forks, chopsticks, etc. to create texture</p>	<p>Show images of this amazing art form that turns our lesson on its head i.e., we are creating sculptures to represent real life fruit and vegetables while Mukimono takes real life fruit and vegetables and turns them into sculptures.</p>
<p>Lesson 6 - To use a range of materials creatively to design and make products</p>	<p>A sculpture can be enhanced by adding colour and detail.</p> <p>Secondary colours can be mixed, using primary colours.</p> <p>Tones and shades of a colour can produce a more life-like appearance.</p>	<p>Lesson 6: Painting Salt Dough Fruit and Vegetables</p> <p>Review colour mixing, by taking the three primary colours red, blue and yellow to create secondary colours to closely replicate real life fruit and vegetables. Discuss tones/shades found on fruit and vegetables, along with the natural beauty of blemishes and 'imperfection'.</p> <p>Children mix their secondary colour choices on a pallet, before carefully applying the paint to their sculpture, using a range of application techniques e.g., stippling, sponging, etc.</p> <p>Where is the evidence? Tapestry</p>	<p>Primary Colours Secondary Colours Colour Mixing Stippling Sponging Application</p> <p>Resources: Previous Salt Dough fruit or vegetable Acrylic Paints Palettes Paintbrushes Sponges</p>	<p>Discuss colour combinations inspired by fruit e.g.</p> <p>brown, yellow, green = pineapple</p> <p>yellow, green, red = mango</p>
<p>Lesson 7 - To extend the use of a variety of drawing tools. To explore different textures and patterns in drawing. To investigate mark-making using different</p>	<p>Drawing can be done with many different media (resources).</p> <p>Different media will create different artistic effects.</p>	<p>Lesson 7: Exploring mark making</p> <p>Children to explore mark making with a range of materials - e.g., oil pastels, pencils, chalk pastels, chalk. Children to explore different textures and effects that these can make on paper, using a grid of six boxes to accommodate different media and drawing styles.</p>	<p>Mark-making Media Oil Pastels Chalk Effects</p> <p>Resources: Oil pastels</p>	<p>Discuss Mr Doodle, showing the breadth of his doodling skills – including decorating his entire home with monochrome mark-making.</p>

tools for particular effects.		Children will have an increased knowledge of the effects created using different drawing materials. Where is the evidence? Art & Design Sketch Books	Chalk Coloured Pencils Sugar Paper (table group practise) Plain A4 Paper	
Lesson 8 - To use colour to express light, dark, heat and warmth.	Colours can be used to create different moods and effects. The red and yellow thirds of the colour wheel can be used to express heat, fire and light. Colour can be smudged and blended to soften edges, or templates used to 'block' colour and create a hard edge.	Lesson 8: Pastels - Hot colours Ensure children understand which colours are 'hot colours'. Children to explore how to make fiery effects using chalk pastels. Show children how to blend and smudge colours using fingers and cotton buds. Children to also explore using a cut out template to create sharp lines and edges where the pastels have not been used. Show children how to use fingers to brush the pastels outwards from the template. Children may find it easier to have the template stuck to the page with masking tape to hold it securely. Children will know how to use chalk pastels to create hard and soft effects. Children will have gained skill in blending and smudging pastels to create different effects. Where is the evidence? Art & Design Sketch Books	Template Colour Wheel Fiery Effects Blending Smudging Resources: Black A4 Card Chalk Pastels Cardboard Masking Tape	Show and discuss 'The Burning of the Houses of Parliament' painting by W. Turner.
Lesson 9 - To develop fine motor skills and to use art materials with increasing control	Silhouettes can be created using simple outline shapes to create contrast. Size and scale can be reflected in skyline templates.	Lesson 9: Create a London Skyline template Children to draw and cut out a London skyline from white card. Provide children with photos to show the shapes of the buildings and landmarks in London to help them. Support children with ensuring the size of the template is sufficient, and with cutting out where necessary. Children will have improved fine motor skills, handling pencil and scissors with increasing control. Where is the evidence? Tapestry	Template Skyline Landmarks Size Scale Outline Resources: White card Postcards of London (or images) Scissors Pencils	Hop on-board! Show the Big Bus Tours London video, highlighting key London landmarks. Discuss size and scale of these buildings.

<p>Lesson 10 - To use art materials with increasing control</p>	<p>Pastel colours can be blended to create a softer effect.</p> <p>The effect of heat and warmth can be created using the red and yellow side of the colour wheel.</p> <p>Detail, including highlights, can be added, using white.</p>	<p>Lesson 10: Pastels - Great Fire of London</p> <p>Using the template prepared previously, and previous learning about pastels, children create a Great Fire of London pastel picture onto black paper. Children to use warm pastel colours, and blend/smudge with fingers and or cotton buds.</p> <p>Should children wish to add detail to the skyline once finished, provide white pastel pencils to add in windows, areas of light etc.</p> <p>Fix pictures with fixing/hairspray once finished.</p> <p>Children will apply their previous knowledge and skills to complete a finished pastel art work.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	<p>Template Skyline Blend Smudge Pastels Silhouette</p> <p>Resources: Black A4 card or paper Oil or chalk pastels White pastel pencils Fixing spray</p>	<p>Show and discuss artist Augustin Eduourt's silhouette technique and paintings (National Portrait Gallery, London collection)</p>
<p>Lesson 11 – Consolidate learning from autumn 2 to show skills acquired to create a Christmas card, using blended/smudged pastels</p>		<p>Lesson 11: Pastels – Christmas Card Project</p> <p>Using skills and knowledge from autumn 2 term, apply learning to create a Christmas Card, displaying the use of blended/smudged pastels, using a template to create a silhouette effect.</p> <p>Where is the evidence? Tapestry</p>	<p>Pastels Template Blending Smudging Silhouette</p> <p>Resources: Black A4 Card White Card Oil or Chalk Pastels</p>	<p>Play classic Christmas songs playlist to accompany art project, including Nat King Cole, Mariah Carey, Ella Fitzgerald, Sinatra, The Crystals, etc.</p>
<p>Lesson 12 - Consolidate learning from autumn 2 to show skills acquired to create a Christmas calendar, using warm colours from the colour mixing wheel, created by</p>		<p>Lesson 12: Hot Colours – 2023 Calendar Project</p> <p>Using skills and knowledge from autumn 2 term, apply learning to create a Christmas Calendar displaying the use of hot colours, to create warmth and winter glow, featuring fireside scene.</p> <p>Where is the evidence? Tapestry</p>	<p>Hot colours Warm colours Colour mixing Primary colours Secondary colours</p> <p>Resources:</p>	<p>Play classic Christmas songs playlist to accompany art project, including Nat King Cole, Mariah Carey, Ella Fitzgerald, Sinatra, The Crystals, etc.</p>

mixing primary colours to create secondary/tertiary colours.			A4 White card Black paper Glue Scissors	
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Year 1 – Spring

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1 – To name and know how to mix colours. To use mixing to explore colours. To make collections of colour tints and shades.</p>	<p>Aboriginal art has specific features (only painted in natural colours, often with dots or swirls).</p> <p>Indigenous Australian art and paintings mostly represent The Dreaming i.e., the creation stories and spiritual beliefs of Aboriginal people.</p> <p>Primary colours can be mixed to create natural, secondary and tertiary colours</p>	<p>Lesson 1: Aboriginal Art - explore colours through colour mixing. Create shade and tint samples.</p> <p>Show children examples of Aboriginal art. Discuss the shapes and colours used in the pictures. Remind children of previous colour mixing experiences.</p> <p>Children to have a go at mixing primary colours to create secondary colours. Can they name each colour?</p> <p>Children to explore adding white to a colour to lighten it, and black to darken it.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Aboriginal Colour-mixing Primary Secondary Tinting Shading</p> <p>Resources:</p> <p>White card strips Red, yellow, blue, white and black poster paints Paintbrushes Paint palettes Water pots</p>	<p>Watch short film about indigenous Australian art and natural colour inspiration, including wondrous natural features of Australia</p> <p>https://www.youtube.com/watch?v=ZL6XL7tSAJg</p>

	Black and white can be added to colours to create tints and shades.			
Lesson 2 – To select and use different brushes and tools to explore and make marks.	<p>Different tools can be used to create variable dot effects, resulting in different sized dots, swirls and curved shapes.</p> <p>Varying the amount of paint used, affects the dots that are produced.</p> <p>Red ochre pigment and resulting natural hues are particularly important in aboriginal art.</p>	<p>Lesson 2: Dot Art - use different tools to explore dots e.g., cotton buds, pencil ends, paintbrush ends.</p> <p>Using a range of tools and paint, children explore dot making onto paper. Children try making larger/smaller dots, and creating lines, wave shapes and outlines using dots.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Aboriginal Indigenous Australian Colour-mixing Dot-painting Rock-engraving Ochre pigment</p> <p>Resources:</p> <p>White A4 paper Red, yellow, blue, white and black poster paints Paintbrushes Pencils Cotton buds Paint palettes Water pots</p>	<p>Watch aboriginal artist, Janie Ward Nakamarra work, accompanied by the sound of the didgeridoo:</p> <p>https://www.youtube.com/watch?v=uFgwtBYbUDc</p>
Lesson 3 - To understand the cultural significance of some kinds of art.	<p>Aboriginal art is centred on story-telling.</p> <p>The use of dots and symbols is a way of telling stories of cultural significance.</p> <p>It educates the people about the</p>	<p>Lesson 3: Design Dot Art picture using Aboriginal examples for inspiration.</p> <p>Show children examples of Aboriginal art. Explain to children the history of this art, and the cultural significance. Explore the images and pattern on the picture, and explain the similarity /difference to pointillism used by many more, modern French impressionist artists.</p> <p>Using provided examples of Aboriginal art, and pictures of Australian animals, children design an Aboriginal inspired picture. Children to draw (or trace) the outline of an Australian</p>	<p>Aboriginal art Dot-painting Pointillism Similarity Difference</p> <p>Resources:</p> <p>Black A4 card Coloured A4 paper Pencils Scissors</p>	<p>Show children an example of Pointillism vs. Aboriginal art. What is similar? And what is different? Explain that Pointillism was used by impressionist painters e.g., <i>Entrance to the Grand Canal, Venice – Paul Signac</i> to express the landscape whereas Aboriginal art was about story-telling, using symbols and dots.</p>

	land and how to survive it.	<p>animal onto black paper or card e.g., gecko, kangaroo, koala, dingo, etc. before carefully cutting this out. Children will create a design for an Aboriginal inspired piece of art, in preparation for sticking this onto a coloured piece of paper, in preparation to add dot painting during the following lesson.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Glue sticks Coloured print examples of Australian animals and Aboriginal art Card templates of animals, for children less confident to draw their own outline.</p>	<p>Show short video demonstrating the technique of creating an Australian animal template on black paper, cutting it out and preparing to create a dot-painting.</p> <p>https://www.youtube.com/watch?v=TxurQxHaoU4</p>
Lesson 4 - To produce creative work, with children exploring their own ideas	<p>Primary colours can be mixed together, to create secondary colours.</p> <p>Paint colours used in Aboriginal art are typically natural colours, with particular importance on ochre (rusty red) pigment, representing the land.</p> <p>Colours can be tinted or shaded, using black or white paint, to create dark/light.</p>	<p>Lesson 4: Dot art picture - Begin to add dots to picture.</p> <p>Children to mix paint colours / shades / tints that they require for their painting.</p> <p>Children to select the tools that they wish to use to create their dot art.</p> <p>Children will colour mix to create required tints and shades for their artwork.</p> <p>Children will begin to add dots to their artwork with increasing skill.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Aboriginal art Colour mixing Ochre pigment Dot painting Tinting Shading</p> <p>Resources:</p> <p>Black template on coloured card Poster paints Paint palettes Paintbrushes Pencils Cotton buds</p>	<p>Show short video again demonstrating the technique of creating an Australian animal template on black paper, cutting it out and sticking it onto a coloured background, before adding dot-painting detail</p> <p>https://www.youtube.com/watch?v=TxurQxHaoU4</p>
Lesson 5 - To produce creative work, with children exploring their ideas	Primary colours can be mixed together, to create secondary colours.	<p>Lesson 5: Dot Art Picture - Complete picture.</p> <p>Children to mix paint colours / shades / tones that they require for their painting.</p>	<p>Aboriginal art Colour mixing Ochre pigment Dot painting</p>	<p>Show the storytelling video of the Aboriginal Dreamtime Story:</p>

	<p>Paint colours used in Aboriginal art are typically natural colours, with particular importance on ochre (rusty red) pigment, representing the land.</p> <p>Colours can be tinted or shaded, using black or white paint, to create dark/light.</p>	<p>Children to select the tools that they wish to use to create their dot art.</p> <p>Children will complete a finished piece of dot art, inspired by Aboriginal art.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Tinting Shading</p> <p>Resources:</p> <p>Black template on coloured card Poster paints Paint palettes Paintbrushes Pencils Cotton buds</p>	<p>https://sarahganly1.medium.com/aboriginal-art-an-artform-based-on-storytelling-52b22d54f7ee</p>
<p>Lesson 6 - To develop a wide range of art and design techniques, using colour, pattern, texture, line, form and space.</p>	<p>Mixing the primary colours blue and yellow, creates the secondary colour, green.</p> <p>Mixing white to blue creates a lighter tint. Adding black creates a darker shade.</p>	<p>Lesson 6: Fairtrade Art - create a Dot Art Fairtrade Logo.</p> <p>Review colour mixing by mixing blue + yellow = green. Which shades of green can you create? What happens if you mix equal quantities of blue and yellow? Then add more blue? Or add more yellow? What happens if we add white or black?</p> <p>Using provided logo outlines, children select colours and tools to create a Dot Art Fairtrade logo.</p> <p>Children to create a Fairtrade Logo using Dot Art experience learned previously.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Tint Shade Colour-mixing Primary colour Secondary colour</p> <p>Resources:</p> <p>Template on black or white A4 card Blue, yellow, white and black poster paints Paint palettes Paintbrushes Pencils Cotton buds</p>	<p>Watch 'The Story of the Chocolate Bar' video: https://www.youtube.com/watch?v=XbP4cn8xhU</p>

<p>Lesson 7 - To cut, tear and fold paper and card for a collage. To use scissors effectively.</p>	<p>Collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>Collage comes from the French verb 'coller' which means 'to glue'.</p> <p>Découpage is the art or craft of decorating objects with paper cut-outs.</p>	<p>Lesson 7: Collage - Explore techniques e.g., twisting, scrunching, tearing, cutting, overlapping.</p> <p>Provide children with a wide range of collage materials e.g., various papers, card, textiles, wool, string.</p> <p>Demonstrate different ways of using the materials to explore adding texture to artwork. e.g., twisting, scrunching, plaiting, folding, cutting, tearing, layering.</p> <p>Children to explore these and create a collage sample page showing these techniques.</p> <p>Children to understand how different methods can be used to add texture and shape to art.</p> <p>Where is the evidence? Tapestry</p>	<p>Collage Découpage Technique Twisting Scrunching Tearing Cutting Overlapping</p> <p>Resources:</p> <p>Scrap coloured tissue, corrugated and crepe paper Newspaper Card Textiles String Wool</p>	<p>Show the children a 'how to create a collage creature' video by children's book illustrator, James Mayhew:</p> <p>https://www.youtube.com/watch?v=ZnVN2i790Kc</p>
<p>Lesson 8 - To describe what I see and like in the work of another artist. To ask informed questions about a piece of art or craft.</p>	<p>Cubism was a revolutionary new approach to representing reality, invented in around 1907–08 by artists Pablo Picasso and Georges Braque.</p> <p>In some of his portrait and still life works, Picasso stuck scraps of real newspaper and</p>	<p>Lesson 8: Collage - Picasso</p> <p>Show children some collage artwork by Picasso.</p> <p>Ask children to describe what they see, and how they think the pictures were made What can be seen in all the pictures? What do they think Picasso used to make the pictures?</p> <p>Using a selection of facial feature print outs, children create a simple face collage in the style of Picasso.</p> <p>Children will be able to evaluate and analyse creative works using the language of art, craft and design.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Collage Facial features Pablo Picasso Cubism Portrait</p> <p>Resources:</p> <p>A4 white card or paper Scrap coloured tissue, corrugated and crepe paper Newspaper Coloured card scraps</p>	<p>Watch the experimental video about creating a Picasso style portrait, using collage:</p> <p>https://www.youtube.com/watch?v=aLUUQYMfX80</p>

	other paper pieces onto the canvas.		Glue sticks Felt pens or paint	
<p>Lesson 9 - To gather and sort the materials needed. To select, place and stick the torn and cut shapes onto paper to create an idea.</p>	<p>Art is always experimental and cubism is an art style not intended to look realistic – so have fun and try different techniques!</p> <p>Different techniques, such as tearing, cutting and twisting, will create various effects.</p>	<p>Lesson 9: Collage - Begin to collage picture using materials provided. Focus on colour and texture in materials selected to use.</p> <p>Provide children with a print out of a front and side view of their face. Children to draw out the outline for their self-portrait using both, as seen previously when looking at Picasso pictures. Provide children with a range of papers and materials to use for their collage. Children to select the materials, colours and textures that they will need and start to create their collage. Children to initially lay the materials without sticking to try out different things and to use techniques learned previously such as twisting and scrunching.</p> <p>Children will be able to select colours, textures and shades that they will need. Children will be able to use a range of techniques to add texture.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Collage Texture Materials Colours Technique Experiment</p> <p>Resources: Children's front and side view photo print outs A4 plain paper Scrap/coloured paper Glue sticks Paints/felt tip pens</p>	<p>Watch these children enjoying creating a Picasso style collage portrait:</p> <p>https://www.youtube.com/watch?v=z2-0tbCOGzs</p>
<p>Lesson 10 – To produce creative work, exploring ideas and recording children's experiences.</p>	<p>Art is always experimental and cubism is an art style not intended to look realistic – so have fun and try different techniques!</p> <p>Different techniques, such as</p>	<p>Lesson 10: Collage - complete picture.</p> <p>Ensure children understand how to stick the papers, and that the glue will need to be applied to the page first before delicate papers such as tissue paper are stuck down.</p> <p>Children will be able to use collage techniques confidently to create a finished piece of artwork inspired by Picasso.</p> <p>Where is the evidence? Art & Design Sketch Books</p>	<p>Collage Texture Materials Colours Technique Experiment</p> <p>Resources:</p>	<p>Watch the story of Picasso being read, in the book 'Picasso's Trousers':</p> <p>https://www.youtube.com/watch?v=K0u-y8UqgzE</p>

	tearing, cutting and twisting, will create various effects.		Children's front and side view photo print outs A4 plain paper Scrap/coloured paper Glue sticks Paints/felt tip pens	
Lesson 11 – To consolidate previous learning for colour mixing and dot art, as showcased in Aboriginal art	Primary colours (blue, red and yellow) can be mixed to create secondary colours (green, orange and purple)	Lesson 11: Mother's Day Cards Children will use colour mixing and dot art skills learned previously, to create a dot art, flower design card for Mother's Day. Where is the evidence? Tapestry (post-event)	Dot art Pointillism Aboriginal art Resources: Coloured card White paper or card Poster paints Palettes Paintbrushes Pencils Cotton buds Glue Sticks	
Lesson 12 – To consolidate previous learning for collage, as showcased in Picasso style portrait art NB CREATIVITY WEEK PROJECT DETAIL TBC BASED ON 'TAKE ONE PICTURE' NATIONAL GALLERY SCHEME AND HENRI ROUSSEAU'S 'SURPRISED'.	Different effects can be achieved through different techniques – cutting, tearing, twisting, scrunching, plaiting, etc.	Lesson 12: Easter Cards Children will use collaging skills learned previously, to create a collage, egg design card for Easter. Where is the evidence? Tapestry (post-event)	Collage Tearing Cutting Twisting Scrunching Resources: White card Scrap tissue/coloured paper Poster paints Palettes	

			Paintbrushes Pencils Cotton buds Glue Sticks	
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Year 1 – Summer

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1 – To describe what I see and like in the work of another artist. To ask questions about a piece of art or craft. To use ideas from the artwork of others to inspire thinking.</p>	<p>Different natural materials can be used in various combinations, to create different effects.</p> <p>Art a sculpture can be created from many different materials, including natural ones, which may only have a short lifespan.</p>	<p>Lesson 1: Andy Goldsworthy - explore natural materials Show the children some images of Andy Goldsworthy artworks. Children to discuss what is similar in all the art works. What materials does he use? Where does he create his artwork? What shapes can they see? Provide children with a selection of natural materials. Children to explore shape, texture, and colour in the materials by creating 2D artworks to combine them in different ways. Children to evaluate their work, and share what worked well. Children to paint a paper plate black in preparation for the next lesson.</p> <p>Where is the evidence? Tapestry</p>	<p>Natural materials Shape Texture 2D Colour Sculptor</p> <p>Resources: Paper plates Black poster paint Paintbrushes Palettes</p>	
<p>Lesson 2 – To model in natural materials to assemble basic shapes or forms.</p>	<p>Leaves change colour as the seasons progress, from green – yellow – orange – red – brown.</p> <p>Concentric circles are arranged with a common central</p>	<p>Lesson 2: Circles - paper plate and paper leaf circle Children to each have a previously painted paper plate and a selection of leaves of different paper colours. Children to sort the papers into colours (green - yellow - orange - red - brown). Children to tear the paper into smaller pieces to create an Andy Goldsworthy inspired leaf style circle, with the colours getting lighter towards the middle. Children to stick the paper pieces down as they go.</p> <p>Where is the evidence?</p>	<p>Concentric circles Paper leaves Tearing Colour sorting</p> <p>Resources: Black painted paper plates (created last lesson)</p>	<p>Watch this short video about creating art with natural materials, arranged in radial circles, in the style of Andy Goldsworthy</p> <p>https://www.youtube.com/watch?v=1Rv-CHet3mg</p>

	point, like a target or dartboard.	Art & Design Sketch Book	Green, yellow, orange, red and brown paper leaves. Glue sticks	
Lesson 3 - To model in natural materials to assemble basic shapes or forms.	3D means three dimensional – we can touch and feel the form of this artwork. 2D means two dimensional – this is flat, on a paper or canvas, and has less shape and form.	Lesson 3: 3D sculpture - using rocks / stones Show children some images of Andy Goldsworthy's 3D stone sculptures. How have the sculptures been formed? How does he make them 3D? Why don't they fall down? Provide children with a selection of small rocks and stones. Ensure there are some rounder and some flatter stones. Children to explore 3D sculpture using the stones. Encourage children to try to form different shapes and use different stones. Where is the evidence? Tapestry	Sculpting 3D Natural materials Stones Form Balance Resources: Selection of stones and pebbles	Watch this short video about the life and work of Land Artist, Andy Goldsworthy: https://www.youtube.com/watch?v=mAmOscZR2OI
Lesson 4 - To model in natural materials to assemble basic shapes or forms.	3D means three dimensional – we can touch and feel the form of this artwork. 2D means two dimensional – this is flat, on a paper or canvas, and has less shape and form.	Lesson 4: Sticks - making 2D and 3D sculptures Show children some images of Andy Goldsworthy's stick sculptures. Which ones are 3D and which are 2D? Provide the children with a selection of different sticks. Children to explore 2D and 3D stick sculptures using the sticks. Children to investigate layering, balancing, weaving and positioning when creating their sculptures. Children will be able to use and discuss a range of techniques for fixing and joining materials together to make artwork. Where is the evidence? Tapestry	Sculpting/sculptor 2D and 3D Balance Layer Weave Position Resources: Selection of sticks and twigs	
Lesson 5 - To gather and sort the materials needed. To handle and manipulate rigid and malleable	Consider the form and design of the sculpture, ensuring that the foundation	Lesson 5: Select materials to make an individual sculpture piece	Manipulate Malleable Materials Select	Listen to Antonio Vivaldi's The Four Seasons, whilst creating your natural materials 2D sculpture:

<p>materials such as clay, card and found objects to represent something known and suggest familiar objects or things.</p>	<p>can withstand other materials balanced on or weaved within this base layer.</p> <p>Natural materials have different shapes, patterns, weights, textures, etc. – experiment with these before gluing the sculpture into place.</p>	<p>Explain that the children will be making their own 2D sculpture using natural materials. Remind children of what they have learnt so far about the use of natural materials.</p> <p>Children to go outside to collect natural materials to use. Provide each child with a bag in which to collect the materials. Ensure there are also natural materials ready in the classroom to supplement those found outside.</p> <p>Children to select, sort and use the natural materials to make a 2D piece of art inspired by Andy Goldsworthy. Children to use PVA glue to fix their items in place where possible.</p> <p>Children will be able to create an Andy Goldsworthy inspired piece of art. Children will be able to select, sort and use a range of materials to add texture, pattern and colour to their art.</p> <p>Where is the evidence? Tapestry</p>	<p>Sort</p> <p>Resources:</p> <p>Bag to collect natural materials PVA glue Glue pots Glue sticks</p>	<p>https://www.youtube.com/watch?v=g1hEszuZ4lo&t=2264s</p>
<p>Lesson 6 - To gather and sort the materials needed. To handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things.</p>	<p>Working together is great when we communicate and collaborate (share ideas and resources).</p> <p>Select, collect, plan, design and arrange natural materials to form the most effective sculpture – remembering that if this is a 3D piece, it needs to stand alone.</p>	<p>Lesson 6: Group outdoor sculpture / art</p> <p>Place children into groups to ensure they will work well together. Explain to children that they will be working together to create a group sculpture. It can be 2D or 3D.</p> <p>Children to go outside to the conservation area to collect natural materials and find objects to use for their sculpture. Provide a piece of white fabric for each group to lay on the ground by the fence line. Using the fabric as a base, children to create their group sculpture using the natural materials they have collected. Once complete, each group should take photographs of their sculpture to record their art. Sculptures to be left along the fence line for other children and families to see.</p> <p>Children will be able to share ideas, make suggestions and listen to others when working together. Children will be able to work collaboratively on a piece of art.</p>	<p>Sculpture 2D and 3D Select Collect Arrange Form</p> <p>Resources:</p> <p>White sheets Natural materials iPad</p>	

		Where is the evidence? Tapestry		
Lesson 7 – To take rubbings from texture to understand and inform the children’s own texture prints	<p>Leaves will need to be placed flat, detailed (veins) side up and held firmly in place, whilst crayon rubbing is applied.</p> <p>Select leaves with clearly defined details to achieve the best effects.</p> <p>Use red, green, orange, yellow and brown crayons on their side (and not the pointed end), to achieve the best effects.</p>	<p>Lesson 7: Exploring leaf rubbings for pattern and texture Provide children with a range of different leaves. Show children how to create leaf rubbings using paper and crayons. Children to go outside for a short while and explore the textures and patterns of leaves through leaf rubbings.</p> <p>In the classroom, provide children with a wider range of leaves. Children explore use of colour in their rubbings, and investigate layering of colours and making patterns with the leaves.</p> <p>Children will be able to identify that different leaves make different patterns. Children will be able to select and use colour to add effects to their art.</p> <p>(Cross-Curricular with Science - identify common trees.)</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Rubbing Texture Print Pattern Veins Stems</p> <p>Resources:</p> <p>A4 plain white paper Sticky back plastic Coloured wax crayons Selection of leaves Individual whiteboards</p>	<p>Watch this short video, showing how to achieve the best results with leaf rubbing</p> <p>https://www.youtube.com/watch?v=W66TAqCT4hc</p>
Lesson 8 – To explore and create patterns and textures with an extended range of found materials e.g., sponges, leaves, ink, pads.	<p>Primary colours blue, red and yellow can be mixed to create secondary colours green, orange and brown.</p> <p>Press-printing requires the object to be carefully placed and held</p>	<p>Lesson 8: Printing using a range of natural materials Using a selection of natural objects (e.g., leaves, sponges, sticks, fruit, vegetables, wood) and paint, children explore printing different objects to investigate patterns and texture.</p> <p>Review colour mixing to demonstrate how to create natural colour palette, using primary colours red, yellow and blue. Show children how to paint the object, then press it onto the paper. Children to explore how the amount of paint affects the print. Children will know that different objects give different printed results.</p>	<p>Printing Natural materials Patterns Texture</p> <p>Resources:</p> <p>Selection of natural materials Poster paints A4 plain paper Paint palettes</p>	<p>Watch this short video that shows some beautiful colour mixing techniques to create a natural leaf print:</p> <p>https://www.apieceofrainbow.com/diy-leaf-prints-art/</p>

	firmly whilst pressing hard to transfer paint to the paper, without smudging or bleeding.	Where is the evidence? Art and Design Sketch Book	Paintbrushes	
<p>Lesson 9 – To learn about the work of other artists, describing the techniques and tools used to create their art.</p> <p>To use the art of well-known artists to inspire my designs.</p>	<p>William Morris was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist associated with the British Arts and Crafts movement.</p> <p>Morris' woodblock-printed wallpaper designs were revolutionary for their time, and can still be found all over the world, printed for furniture upholstery, curtains, ceramics, and even fashion accessories.</p>	<p>Lesson 9: William Morris</p> <p>Show children a range of William Morris prints. Discuss with children how they think these prints were achieved. Which items can be seen in the prints? Which colours have been used?</p> <p>Encourage children to make links between their printing exploration and the work of William Morris.</p> <p>Children to design their own natural print using leaves and/or fruit. Children to think about the materials and colours they will use. Children will be able to talk about the work of William Morris, and describe the main features of his prints. Children will be able to create a print design inspired by the artwork of William Morris.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>William Morris Arts and Crafts movement Prints Textiles Colour Design</p> <p>Resources:</p> <p>A4 plain paper Pencils Colour copies of William Morris iconic prints</p>	<p>Watch this short video about the work of arts and crafts artist, William Morris:</p> <p>https://www.youtube.com/watch?v=aRmDkH_SLk</p> <p>CT to support narration, to embed key learning points.</p>
<p>Lesson 10 – To repeat a pattern, randomly placed or tiled, with a range of objects.</p>	<p>A random pattern has no order, and allows freedom of expression when printing.</p>	<p>Lesson 10: Create pattern print using natural materials</p> <p>Children to create a William Morris inspired print using leaves and/or fruits. Children to use their design created previously to help them produce their printed pattern.</p>	<p>William Morris Arts and Crafts movement Prints Random</p>	<p>Watch this very short video, explaining the Arts and Crafts movement – how it came to be and what legacy it leaves today:</p>

<p>Use colour to add desired effects to my art.</p>	<p>A repeat or tile pattern is predictable and follows an order of shape, colour or both.</p>	<p>Children to use prior learning to decide how much paint to use when printing. Children will produce a printed piece of art using their design and prior learning about printing.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Tiled Repeat pattern</p> <p>Resources:</p> <p>A4 plain paper Poster paints Paintbrushes Palettes Water pots Selection of leaves, fruit and natural materials Colour copies of William Morris iconic prints</p>	<p>https://www.youtube.com/watch?v=C Bq73yxha0o</p>
<p>Lesson 11 – To repeat a pattern, randomly placed or tiled, with a range of objects. Use colour to add desired effects to my art.</p>	<p>Simple transfer prints work most effectively when used as a repeat pattern.</p> <p>Simple colour palettes (2-3 colours) work most effectively when used as a repeat pattern.</p>	<p>Lesson 11: Design a print pattern for a bag Using children’s prints created previously, discuss what worked well and what was tricky. Encourage children to share their thoughts about the finished prints to evaluate which colours and which objects worked the best. Using this information, children design a new print design that will be used to create a canvas bag. Children to be encouraged to think about all they have learned so far to create the design. Children will evaluate and reflect on the outcomes of their own art to make adaptations and improvements.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Reflect Evaluate Improve Design Adapt</p> <p>Resources:</p> <p>A4 plain paper Poster paints Paintbrushes Palettes Water pots Selection of leaves, fruit and natural materials Colour copies of William Morris iconic prints</p>	<p>Watch this short video about the painstaking process used to block print William Morris design wallpaper:</p> <p>https://www.youtube.com/watch?v=q uhnejd-h14</p>

<p>Lesson 12 – To repeat a pattern, randomly placed or tiled, with a range of objects. Use colour to add desired effects to my art.</p>	<p>Simple transfer prints work most effectively when used as a repeat pattern.</p> <p>Simple colour palettes (2-3 colours) work most effectively when used as a repeat pattern.</p>	<p>Lesson 12: Create a printed bag using a pattern design Children to use their design to print a pattern onto a canvas bag using leaves and /or fruit. Children to use acrylic/fabric paint to complete their printing.</p> <p>Children will produce a printed bag using their design and prior learning about printing.</p> <p>Where is the evidence? Tapestry</p>	<p>William Morris Arts and Crafts movement Prints Random Tiled Repeat pattern</p> <p>Resources:</p> <p>Canvas bags Fabric paints Selection of natural materials Paintbrushes Palettes/paint trays Newspaper</p>	
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Year 2 – Autumn

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1 – To apply paint to objects or found things to experiment with printing, improving the quality of the image through placement and paint choices.</p>	<p>Primary colours can be mixed together to create secondary colours.</p> <p>The red and yellow sections of the colour wheel create</p>	<p>Lesson 1: Printing with natural materials</p> <p>Provide children with a selection of leaves, pinecones, feathers, etc. Remind children of previous learning about printing and use questioning to check children’s understanding. Review the colour-mixing wheel, revisiting primary and secondary colours, and showing children how to create new shades using the primary colours red, blue and yellow. Show children how to paint leaves, focussing on the detail of veins, stem, etc. Children</p>	<p>Printing Surface Transfer Experiment Placement</p> <p>Resources:</p>	<p>Discuss local, Brighton artist, Gilly McCadden, who specialises in botanical screen prints, and is also a horticulturist and gardener.</p>

	<p>warm, autumnal colours.</p> <p>Careful placement of the object being used for transfer printing, is critical to ensure the detail is captured.</p>	<p>to complete this task themselves, using paint to print with leaves, etc. Children to be encouraged to try other materials and to explore the use of colour. Extend this printing project, to create a class autumn wreath, made from leaf-prints of various autumnal hues, or try creating cartoon owls or bugs, by adding eyes and other features to leaf.</p> <p>Children will recall previous learning on printing. Children will understand how the shape and surface of an object affects the print.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	<p>Selection of dry leaves, pinecones, feathers, etc. Poster paints Palettes Paint brushes Newspaper A4 Plain Paper</p>	
<p>Lesson 2 – To use templates to create a block for relief printing.</p>	<p>Relief printing uses raised images or templates.</p> <p>Relief printing transfers the colour from the raised part of the design only.</p> <p>Simple designs create effective print templates.</p>	<p>Lesson 2: Prepare relief printing tiles - string and cardboard</p> <p>Provide each child with a small cardboard tile and some string and scissors. Show children how to make a simple printing tile by putting glue onto the tile, placing the string on the tile to make a pattern. What do they think the print will look like? Show children a print from a tile prepared by the teacher. Leave tiles to dry for next week.</p> <p>Where is the evidence? Tapestry</p>	<p>Relief printing Repeat pattern Simple pattern Template Printing block</p> <p>Resources: Cardboard Pencils Thick string PVA glue Glue sticks Glue pots</p>	<p>Discuss Pablo Picasso's famous printmaking pieces of art, sharing examples of these with the children.</p>
<p>Lesson 3 - To use templates to create a block for printing. To apply paint to objects to experiment with printing, improving the quality of the image</p>	<p>Relief printing uses raised images or templates.</p> <p>Relief printing transfers the colour from the raised</p>	<p>Lesson 3: Relief printing – string and cardboard tiles</p> <p>Using the tile prepared the previous session, children have a go at relief printing. Show children how ink is rolled onto the tile, then the tile is pressed down onto a piece of paper, before being rolled with a clean roller. Encourage children to use learning from their earlier printing exploration to help them.</p>	<p>Relief printing Repeat pattern Simple pattern Template Printing block</p> <p>Resources: Cardboard tiles</p>	<p>Watch this short video about Picasso's lino cutting print artwork: https://www.boardingallrows.com/blog/picasso-reduction-linocuts-technique</p>

through placement and paint choices.	part of the design only. Simple designs create effective print templates.	Children will know how to use ink and rollers to create a print. Children will know how colour can be used to create different effects when block printing. Where is the evidence? Art and Design Sketch Books	Acrylic paint Flat paint trays Ink rollers Plain A4 paper	
Lesson 4 - To create a template for an etched block for printing	Simple designs create effective print templates. Unlike relief printing, this example of press-printing will transfer the colour from the area surrounding the etched lines, as the etched design is being scored lower into the surface and will resist colour.	Lesson 4: Design for an alien Show children a polystyrene tile, and explain how these can also be used for block printing. Show children a print from a polystyrene tile. How is it different to a string tile print? Ensure children understand that the string tile prints the lines in colour, where the polystyrene prints the rest of the design in colour - the lines stay white. Children to create an alien tile design for printing. Remind children of the string tile, and that the design should be simple lines and marks - shading and fine detail is not possible. Provide children with examples of designs to help give inspiration. Using individual whiteboards and pens, work together, while watching the doodling video, showing how to draw an alien step-by-step. Then, divide an A4 piece of paper into four, drawing perpendicular lines, and invite the children to draw their own four alien designs, keeping simple lines but incorporating character. Where is the evidence? Art and Design Sketch Books	Poly tile printing Press printing Etching Scoring Transferring Resources: Individual whiteboards and pens A4 plain paper Pencils Rulers Rubbers	Start by doodling an alien together, by watching this video, step-by-step. What will you name your alien? https://www.youtube.com/watch?v=t_Mema0d1dg
Lesson 5 - To experiment with printing through etching patterns into soft materials.	Simple designs create effective print templates. Unlike relief printing, this example of press-printing will	Lesson 5: Etch a tile Children to select their favourite alien design (from the four they drew during the last lesson) and draw their design onto their tile lightly, using pencil, then show children how to etch the design by pressing harder with their pencil to make grooves where the lines are. Support children who need additional help with this. Demonstrate the impact of pressing too hard (the poly	Etching Scoring Poly tile Press printing Simple lines/design Resources:	Take a look at extending this poly tile press printing technique by using more than one design template/colour: https://static1.squarespace.com/static/5901a9be197aeae14beb1e71/t/5ff5ff00db737c6316a7940c/1609957125110

	transfer the colour from the area surrounding the etched lines, as the etched design is being scored lower into the surface and will resist colour.	tile will shatter or snap). Encourage children to use as much of their surface area as possible i.e., not drawing/etching a tiny design into the centre of the poly tile. Children will use tools with good precision to create their template. Where is the evidence? Tapestry	Polystyrene tiles (A4 size cut into four pieces – one per child) Pencils	/POLY+TILE+PRINT+INSTRUCTIONS+wm+1+page.pdf
Lesson 6 - To press print using ink and roller to create a planned design.	Simple designs create effective print templates. Unlike relief printing, this example of press-printing will transfer the colour from the area surrounding the etched lines, as the etched design is being scored lower into the surface and will resist colour.	Lesson 6: Press printing used an etched poly tile design Using their tile, children use ink and brayers (rollers) to create a tiled print. Encourage children to use different colours in their design as they experimented with previously. Children to create a four-block print of their design, using a tiled/repeat pattern and single colour. Children will be able to block print confidently, using colour to add desired effects. Where is the evidence? Art and Design Sketch Book	Press printing Poly tile Brayer (ink roller) Acrylic paint/ink Even coverage Tiled pattern Resources: Previously etched poly tiles Acrylic paint Brayers (rollers) Flat paint trays A4 plain paper Pencils	Discuss William Blake, who invented a printing technique known as relief etching and used it to print most of his poetry. He called the technique illuminated printing and the poetry illuminated books. Show examples of his work. https://www.youtube.com/watch?v=96LUAaaPqRc
Lesson 7 - to explore the 'impasto' technique, using oil pastels or coloured chalk.	The impressionist painters used a technique called 'impasto' which means 'to put in paste'. It is a style of painting used by artists, creating	Lesson 7: Exploring chalk/oil pastels to recreate the impasto technique, creating a firework display. Use a method of art, using oil pastels or coloured chalks, to create the effect of heavy brush strokes and a sense of movement on the paper or card. Create a firework display design, as it is Guy Fawkes Night on Saturday 5th November. Children will have begun to explore the impasto technique, in preparation for future lessons, and be confident in handling	Impasto Brushstrokes Technique Chalk/Oil Pastels Movement Highlights Resources: A4 black card	Watch a video of a firework display set to music, while you work: https://www.youtube.com/watch?v=Vz-RCmBo4Uw

	thick layers of paint that often project out from the canvas, showing brush and knife strokes, while creating a textured surface.	chalk/oil pastels to recreate this heavy brushstroke technique. Add white pastel highlights to accentuate movement. Where is the evidence? Art and Design Sketch Book	Pencils Coloured and white chalk/oil pastels	
<p>Lesson 8 - To describe what I see and like in the work of another artist.</p> <p>To be able to talk about artistic techniques used by other artists.</p> <p>To experiment with tools and surfaces</p>	<p>Van Gogh was a Dutch, post-impressionist painter, considered by many, to be one of the greatest artists.</p> <p>Impasto is a style of painting used by artists, creating thick layers of paint that often project out from the canvas, showing brush and knife strokes, while creating a textured surface.</p>	<p>Lesson 8: Vincent Van Gogh - Explore impasto through oil pastels</p> <p>Show children a selection of Van Gogh pictures. Children discuss what they can see in the pictures, and how they think Van Gogh created the textures and effects in his pictures. Show children close up detail of some pictures.</p> <p>Explain the term 'impasto' to the children. Refer back to previous learning on pointillism and dot pictures, and discuss with children how impasto is different.</p> <p>Using oil pastels, children have a go at creating impasto effects. Show children how to use the oil pastels to create impasto using small lines. Demonstrate how different colours can be used. Provide different coloured paper for children to experiment with. Can they create a sun/moon effect? Which colours have the children used?</p> <p>Children will be confident in using oil pastels to create simple impasto effects.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Impasto Oil pastels Lines Effect Post-impressionism</p> <p>Resources:</p> <p>Coloured paper/card Oil pastels</p>	<p>Show the children a preview of the Van Gogh Immersive Experience, London: https://vangoghexpo.com/london/#info</p> <p>Focus on the masterpiece, Starry Night, in preparation for coming lessons.</p>
<p>Lesson 9 - To evaluate use of shadows, use of light and dark in artwork.</p>	Drawing the background detail before painting or using pastels to add	<p>Lesson 9: Draw and paint the ground</p> <p>Explain that children will be recreating the Starry Night picture using a combination of painting and drawing.</p>	Painting Drawing Combination Impasto	Read 'Katie and the Starry Night' story book by James Mayhew.

	colour to the background, allows the artist to plan the overall shape of the artwork.	<p>Show Starry Night artwork and discuss. How does this painting make you feel? What do you see? Do you like what you see? Why? Why not?</p> <p>Children to begin by drawing, then painting the detail on the ground. Use coloured paper to provide a dark blue background for the sky. Children will be confident in using oil pastels to create simple impasto effects.</p>	<p>Background</p> <p>Resources:</p> <p>Dark blue A4 card Pencils Oil pastels</p>	
Lesson 10 - To use a wide range of art techniques in using colour, pattern, line, shape and form.	<p>Different colours, including the use of white and black oil pastels, can create various effects of light and dark.</p> <p>Applying the oil pastels using variable pressure can create different effects, too.</p>	<p>Lesson 10: Oil Pastel Impasto</p> <p>Children to add impasto detail to their picture. Encourage children to use different colours to add light effects to their picture.</p> <p>Ensure close up detail of the Van Gogh picture is provided for children, and support by demonstrating how to create the effects. Children will use oil pastels with confidence to create impasto effects for their picture, inspired by the art of Van Gogh.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Impasto Light and dark effect Oil pastels Inspired Enhance</p> <p>Resources:</p> <p>Background A4 created during last lesson Oil pastels including white and black for light/dark effects.</p>	<p>Listen to 'Vincent' (Starry, Starry Night) by Don Mclean) and watch the video of various Van Gogh masterpieces, while you work:</p> <p>https://www.youtube.com/watch?v=di pFMJckZOM</p>
Lesson 11 – To consolidate previous learning and skills acquired	The impasto technique, of heavy and obvious brushstrokes, can be replicated using oil or chalk pastels	<p>Lesson 11: Christmas Card</p> <p>Children to consolidate learning from previous lessons, to create a Christmas card, using impasto technique.</p> <p>Where is the evidence? Tapestry (post-event)</p>	<p>Impasto Oil pastels Heavy/light pressure Brushstrokes</p> <p>Resources:</p> <p>A4 coloured card A4 white paper Oil pastels</p>	Play classic Christmas songs playlist to accompany art project, including Nat King Cole, Mariah Carey, Ella Fitzgerald, Sinatra, The Crystals, etc.

<p>Lesson 12 – To consolidate previous learning and skills acquired</p>	<p>Finger printing is a previously learned method, and is best achieved through careful placement and accurate transfer of colour.</p>	<p>Lesson 12: Four Seasons Calendar Children to consolidate learning from previous lessons, to create a calendar, using printing techniques.</p> <p>Where is the evidence? Tapestry (post-event)</p>	<p>Press printing Colour/paint transfer Apply Accurate Placement</p> <p>Resources: A4 black card A4 white card Mini calendar Poster paints Palettes Flat paint trays Cotton buds</p>	<p>Play classic Christmas songs playlist to accompany art project, including Nat King Cole, Mariah Carey, Ella Fitzgerald, Sinatra, The Crystals, etc.</p>
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Year 2 – Spring

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1 – To use hand and tools to shape and form mouldable materials. To experiment with a range of tools to make marks and patterns on a pliable surface.</p>	<p>Clay needs to be kneaded and rolled to make it more malleable.</p> <p>When the clay is softer and more malleable, it can be rolled to an even thickness.</p>	<p>Lesson 1: Exploring Clay – Tile Making Children to explore how to make shapes using clay, and how tools can be used to make patterns and marks.</p> <p>Children to try rolling balls and sausage shapes, using fingers and tools to smooth, joining pieces of clay together, and etching marks using tools.</p> <p>Children will be confident in shaping and manipulating clay to make forms that they wish.</p>	<p>Malleable Clay Rolling Shaping Smoothing Patterns Marks</p> <p>Resources:</p>	<p>Learn about Sussex based potter/sculptor, Carla Wright of the Common Clay studio:</p> <p>https://www.youtube.com/watch?v=f53RAViVAUw</p>

	Different effects can be created on and in the clay, using tools or additional clay.	Children will be able to use tools to make patterns and designs in the clay, creating a 6" x 6" tile Where is the evidence? Tapestry	Air drying clay Clay boards Hessian Rolling pins Clay knives and tools Thickness guides Metal rulers	
Lesson 2 – To understand the cultural significance of some kinds of art. To research patterns and designs used by other artists.	Traditional African patterns show repeated use of different shapes and colours. Traditional African pottery and textile patterns use repeated dots, spots and stripes, too.	Lesson 2: African Patterns Children to be shown a selection of African patterns in art, craft and pottery. Discuss the shapes and symbols that can be seen. Children to create strips of African inspired designs using grey and coloured pencils Where is the evidence? Art and Design Sketch Books	Africa Patterns Craft Pottery Culture Traditions Inspiration Resources: A4 plain paper Standard and coloured pencils	Watch this inspiring video, showing us some fantastic African patterns to perhaps use for our pottery next lesson: https://www.youtube.com/watch?v=lgDzS3Tk6r0
Lessons 3 & 4 - To use clay to construct a simple form. To respond to sculptures and craft artists to make own designs. To produce creative work, exploring the children's own ideas	Coil making takes patience – it is important to make sure that the clay 'sausage' is an even thickness throughout, so that the pot is built with a level upper surface. Patterns can be etched into the surface of the clay, using various tools. This method is called sgraffito.	Lessons 3 & 4: Making and Decorating a Clay Coil Pot (Double Lesson) Explain to children what a coil pot is, and how these are formed. Show children how a simple coil pot is made using clay 'sausages'. Demonstrate how to ensure the coils are stuck as they are layered, and how to use fingers and tools to smooth the surface. Children to create their own coil pot using clay. Using fingers and tools, children to smooth the pot surface (inside and outside surfaces) once completed. Children to etch their completed coil pot with African inspired designs. Children to use designs from previous learning to support with this.	Clay Slip Coil making Sculpting Smoothing Sgraffito Resources: Air drying clay and slip Clay boards/mats Clay tools	Watch how this ceramic artist throws a pot, glazes it and decorates it, using the sgraffito technique. Notice how the cobalt blue sings after the clay has been fired! https://www.youtube.com/watch?v=Gspxd9zDjkY

		<p>Children will be able to create a simple coil pot made from clay and decorate, using traditional African patterns.</p> <p>Where is the evidence? Tapestry</p>	<p>Pattern strips (from previous lesson)</p>	
<p>Lesson 5 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space.</p>	<p>It is important not to paint or glaze the bottom of the coil pot, as it may stick to the drying board</p>	<p>Lesson 5: Painting and Glazing Pots</p> <p>Children to paint/glaze pots to add colour to their finished piece. Encourage children to use colours typical of those seen in Africa designs.</p> <p>Where is the evidence? Tapestry</p>	<p>Ceramic paint Glaze Colour Hues Shades Technique</p> <p>Resources:</p> <p>Ceramic paint Clear glaze Medium and fine paintbrushes</p>	
<p>Lesson 6 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space.</p>	<p>Adding less water will make our colour darker and we will have more depth to our colour/coverage.</p> <p>Adding more water will make our colour lighter and we will have less depth to our colour/coverage.</p>	<p>Lesson 6: Fairtrade Coffee Still Life Painting</p> <p>Children to sketch a still life picture, using fruit as props (Fairtrade, where possible). Remind the children about shades and tints learned previously, and how colours can be lightened/darkened. Explain that for some paints and painting products, tints can be achieved by adding water.</p> <p>Show children a coffee painting example, and discuss how lighter darker shades and tints were achieved.</p> <p>Children to then use coffee granules mixed with water, to varying levels of dilute, as a watercolour paint, adding tint and shade to their sketch.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Tinting Shading Still life Water colour</p> <p>Resources:</p> <p>Coffee granules Water pots Medium and fine paintbrushes A4 paper Fresh fruit (preferably fairtrade)</p>	<p>Tips and tricks to use when painting with coffee: https://www.youtube.com/watch?v=JnN71H3j7DA</p> <p>Show children famous masterpieces recreated, using coffee as a watercolour e.g., Starry Night, The Last Supper, The Girl with the Pearl Earring, etc.</p> <p>https://www.telegraph.co.uk/culture/culturepicturegalleries/6553641/Coffee-Creations-famous-paintings-recreated-with-espresso-by-Karen-Eland.html</p>

<p>Lesson 7 - To describe what I see and like in the work of another artist, and explain why.</p> <p>Use a range of materials creatively to design and make products.</p>	<p>Art is for everyone! We can all enjoy looking at different forms of art, created using various media.</p> <p>We can all participate in creating our own art and design.</p> <p>But – art is subjective. It is OK (and perfectly normal) to like, dislike or to feel neither of these things, about a painting, sketch or sculpture.</p>	<p>Lesson 7: ‘Surprised’ by Henri Rousseau</p> <p>Show children a selection of Henri Rousseau paintings. Children to discuss what they can see in the paintings, and what similarities/difference they can spot. Children share what they like about the paintings and why.</p> <p>Slow reveal ‘Surprised’ by Henri Rousseau by unveiling one corner before the remainder of the piece. Tell the National Gallery curator’s own penned narration, to illustrate how all senses are key when viewing a painting.</p> <p>Show children a range of leaf shapes and sizes (real if possible). Support children in sketching the leaves, focussing on detail in each leaf.</p> <p>Children will be able to evaluate and analyse creative works using the language of art, craft and design.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Masterpiece Subjective Perspective Foreground Middle Ground Background</p> <p>Resources:</p> <p>Henri Rousseau ‘Surprised’ Poster ‘The Fantastic Jungles of Henri Rousseau’ book Selection of leaves HB and other sketching pencils</p>	<p>Virtual tour of the National Gallery, London, to view ‘Surprised’ by Henri Rousseau in situ.</p> <p>Read ‘The Fantastic Jungles of Henri Rousseau’ book.</p>
<p>Lesson 8 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>We can add detail in the foreground of our sketch/painting, to draw our viewer in.</p> <p>We can vary our foreground, using differing shape, size and form, to add interest to our sketch/painting.</p>	<p>Lesson 8: Sketching foreground details</p> <p>Using previous sketching of leaves as inspiration. Children to begin drawing the foreground for their painting. Ensure children use a range of leaf shapes. Show children how to create the three bands of the picture when preparing to sketch the foreground, using perspective to bring the foreground detail to life.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Sketching Foreground Detail Veins Form Space</p> <p>Resources: A4 paper Sketching pencils Leaf sketches</p>	
<p>Lesson 9 - To develop a wide range of art</p>	<p>We can add detail in the middleground and</p>	<p>Lesson 9: Drawing detail</p>	<p>Sketching Middleground</p>	

<p>and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>background of our sketch/painting, to give more context to our viewer.</p> <p>We can vary our middleground and background, using differing shape, size and form, to add interest to our sketch/painting.</p>	<p>Provide children with a selection of monkey and bird photos. Children to select the animals they wish to add to their painting. Support children with drawing the animals/birds, focussing on correct proportions and use of shape to help. Children add further background detail as required</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Background Proportions Detail</p> <p>Resources: A4 paper Sketching pencils Leaf sketches</p>	
<p>Lesson 10 - To predict with accuracy the colours that I mix.</p> <p>To know how to create different tints of a colour.</p> <p>To know how to lighten and darken colours.</p> <p>To use a range of colours and painting skills to represent a real-life landscape.</p>	<p>We can mix primary colours (red, blue and yellow) to create secondary colours.</p> <p>We can add white to any hue on the colour wheel to create a tint.</p> <p>We can add black to any hue on the colour wheel to create a shade</p>	<p>Lesson 10: Painting - mixing colours to complete painting</p> <p>Remind children about how they have previously mixed shades and tints of colours. Use questioning to ensure children can remember how to lighten/darken a colour. Demonstrate how to use different brush sizes, and different shades and tints to create a landscape inspired by Henri Rousseau.</p> <p>Children to use mix greens, then use the opposite side of the colour wheel to highlight with reds/oranges.</p> <p>Children to mix colours to add depth and detail to their painting.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Colour mixing Primary colour Secondary colour Tint Shade Hue</p> <p>Resources: Poster paints Mixing trays Paintbrushes Water pots Colour Mixing Wheel</p>	
<p>Lesson 11 – To develop a wide range of art and design techniques in using colour, pattern,</p>	<p>We can add 3D texture and interest to our 2D art, through the addition of various materials.</p>	<p>Lesson 11: Collage - using paper and fabric to add 3D form/texture to a 2D painting</p> <p>Explore the use of other materials to add 3D texture, form and interest to the 2D painting the children have created.</p>	<p>Collage Scrunch Tear Twist Plait</p>	

texture, line, shape, form and space.	<p>We can tear, scrunch, roll, twist, plait, etc. to create different effects to our final work.</p> <p>Collage comes from the French verb 'coller' which means 'to glue'.</p>	<p>Revisit Henri Rousseau's painting 'Surprised' for inspiration. Encourage children to tear, scrunch, twist and roll materials to create differing effects on their final piece.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Resources: Crepe paper Tissue paper Coloured card Coloured fabric</p>	
Lesson 12 – CREATIVITY WEEK PROJECT DETAIL TBC		<p>Lesson 12: Creativity Week Pop Up Gallery Take One Picture - 'Surprised' by Henri Rousseau</p> <p>Where is the evidence? Tapestry (post-event)</p>		

Year 2 – Summer

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
Lesson 1 – To describe what I see and like in the work of another artist, and use it to inspire my own.	<p>We can use other's trash as materials from which to produce art.</p> <p>We can scrunch, twist, fold, plait, tear, etc. to create different effects.</p>	<p>Lesson 1: Eco Collage - Carmen Haselup</p> <p>Show children some images of the work of local artist Carmen Haselup. If possible, invite Carmen in to talk to the children. Children to discuss what they can see in the art works. What materials have been used? What do the art works have in common? What textures can they see? How do they think they were created? Children to compare the art works with photo images of the real animals.</p>	<p>Upcycling Eco-art Texture Pattern Form</p> <p>Resources: A4 paper Crepe paper Tissue paper</p>	<p>. https://www.tidelinetrashandtreasures.co.uk/about-me</p> <p>Carmen Haselup, Sussex-based artist, making art using trash collected on Sussex beach cleans.</p>

		<p>Children to explore and revisit collage techniques tried out previously using paper, card and string. Children to tear, cut, scrunch, twist and plait to create different textures.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	<p>String Card PVA glue</p>	
<p>Lesson 2 – To draw accurate detail by looking closely at an object or living thing.</p>	<p>We can focus on a specific feature of an animal, or a unique texture, to create interest in our 3D work.</p> <p>We can create a draft plan, including a labelled sketch the list of materials required, to aid our construction stage of our 3D project</p>	<p>Lesson 2: Choose an animal - close up detail sketches</p> <p>Children to choose an animal that they would like to collage using inspiration from Carmen Haselup. (Children to start collecting recycled collage materials for the next few weeks in preparation for their final art piece)</p> <p>Children to use viewfinders to look closely at different parts of their animal, and to sketch the patterns and textures they see there.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	<p>Close-up detail Magnification Recycling Collage Materials</p> <p>Resources: A4 paper Sketching pencils Viewfinders or magnifying glasses</p>	<p>https://www.tidelinetrashandtreasures.co.uk/about-me</p> <p>Carmen Haselup, Sussex-based artist, making art using trash collected on Sussex beach cleans.</p>
<p>Lesson 3 - To select, place and stick the torn and cut shapes onto paper to create my idea, making adjustments as the project progresses.</p>	<p>We can focus on a specific feature of an animal, or a unique texture, to create interest in our 3D work.</p> <p>We can create a draft plan, including a labelled sketch the list of materials required, to aid our</p>	<p>Lesson 3: Collage materials to match textures</p> <p>Using the animal close up sketches done previously, children use a selection of paper, card, and string to try to recreate the textures in collage.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	<p>Collage Scrunching Tearing Folding Recycling Materials</p> <p>Resources: Animal sketches PVA glue Recycling materials</p>	<p>https://www.tidelinetrashandtreasures.co.uk/about-me</p> <p>Carmen Haselup, Sussex-based artist, making art using trash collected on Sussex beach cleans.</p>

	construction stage of our 3D project			
Lesson 4 - To gather, sort and use the materials needed, according to specific qualities e.g., warm, cold, shiny, smooth.	We can organise our materials to reflect the properties they represent in our art e.g., warm, cool, hard, shiny, etc.	<p>Lesson 4: Eco collage</p> <p>Children to draw the outline of their animal ready to collage. Children to have a selection of recycled collage materials ready to carry out their collage. Using previous learning, children start to create their collage selecting materials to match the colours and textures required. Children to use PVA glue to stick their collage materials down.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	<p>Collage Scrunching Tearing Folding Recycling Materials</p> <p>Resources:</p> <p>A4 paper PVA glue Recycling materials</p>	<p>https://www.tidelinetrashandtreaures.co.uk/about-me</p> <p>Carmen Haselup, Sussex-based artist, making art using trash collected on Sussex beach cleans.</p>
Lesson 5 - To select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea. To use scissors effectively.	As above	<p>Lesson 5: Eco collage cont.</p> <p>Children to continue their collage, ensuring they use a range of materials to match the colours and textures needed. Children complete collage, and add painted detail as required.</p> <p>Children will be able to reflect on the outcome of their work, and think about how to improve or add further detail.</p> <p>Where is the evidence? Art and Design Sketch Books</p>	As above	As above
Lesson 6 - To select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea. To use scissors effectively.	As above	<p>Lesson 6: Eco Collage – Class</p> <p>Consolidate recent 3D art and design skills, through the creation of a class/group collage. Use any leftover materials (or trade these between classes) to create a Planet Earth design</p> <p>Where is the evidence? Tapestry</p>	<p>Collage Scrunching Tearing Folding Recycling Materials</p>	

			Resources: PVA glue Recycling materials	
Lesson 7 - To observe correct anatomy, such as faces and limbs.	<p>We can use shading to create areas of shadow and varying tones.</p> <p>We can use hard lines and shapes to create fine detail.</p> <p>We can use proportions to accurately reflect facial features' placement.</p>	<p>Lesson 7: Drawing - Self Portraits - complete face picture</p> <p>Provide children with an A4 photo printout of their face, with half removed. Children to complete their face picture using drawing and colouring pencils.</p> <p>Support children in showing how to use a colouring pencil for different effects e.g., side for shading large areas, point for adding hard and fine detail.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Self-portrait Anatomy Facial features Placement Shading Fine detail</p> <p>Resources: Sketching pencils Coloured pencils A4 paper</p>	
Lesson 8 - To be able to make accurate drawings of faces using correct sizing and placement of features.	<p>We can use rulers or other measuring tools, to help us draft accurate proportions of facial feature placement.</p>	<p>Lesson 8: How to draw a face correctly</p> <p>Using paper and rulers, show children how to correctly draw a face. Work in stages to allow all children to follow and have a go, and ensure support is given when drawing lines to ensure children have drawn them correctly. Do not focus overly on details, but more on correct positioning of the facial features.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Facial features Proportions Half Quarter Third</p> <p>Resources: A4 paper Sketching pencils</p>	
Lesson 9 - To be able to draw accurate detail in objects.	<p>We can create a more lifelike copy of a facial feature, by adding very fine detail and building</p>	<p>Lesson 9: Face detail - eyes, nose, mouth</p> <p>Using photographs of faces, children use viewfinders to draw detail of eyes, nose and mouth. Provide photos that show a range of different sizes and shapes on each of these for children to</p>	<p>Facial feature detail Pupil Iris Nostril Eyelids Eyelashes</p>	

	tone/shade with soft strokes.	<p>explore. Children to use sketching pencils, using different hardness to add shadows and tones.</p> <p>Demonstrate how to use the different pencils to get different effects. Refer back to previous learning on pastels to show how to smudge and blend softer pencils.</p>	<p>Eyebrows</p> <p>Resources: Viewfinders or magnifying glasses Facial feature photos A4 paper Sketching pencils</p>	
<p>Lesson 10 - To sketch to make quick records</p> <p>To be able to make accurate drawings of faces using correct sizing and placement of features.</p>	We can use prior learning to sketch and draw quickly, ensuring pictures are more accurate and detailed.	<p>Lesson 10: Draw your partner</p> <p>Children to work with a partner to draw each other. Children take it in turns to sit for each other, while the partner sketches their portrait and adds detail where possible. Children to use sketching and coloured pencils.</p> <p>Experiment with 'upside down' portrait sketching – try copying a portrait from a book or picture, by turning it upside down to de-link your brain from the facial features.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Perception Facial features Experiment Smudging Soft lines</p> <p>Resources: A4 paper Sketching pencils</p>	
<p>Lesson 11 – To be able to talk about artistic techniques used by other artists.</p>	We can use previous learning, and inspiration from other artists, to create our own art.	<p>Lesson 11: Famous portrait artists.</p> <p>Show children a selection of portraits from famous artists e.g., Leonardo Da Vinci, Frida Kahlo, Picasso, Van Gogh. Children to discuss the portraits. What is similar/different about them? How have the artists created them? What art materials did they use? What do they like about the portraits?</p> <p>Children start to create their own self portrait, beginning by sketching their face and facial features in the correct place. Provide children with a photo to help them. Children to use the</p>	<p>Inspiration Self-portrait Style Iconic Genre</p> <p>Resources: A4 paper Sketching pencils Grid/ruler</p>	

		<p>portraits of famous artists to inspire them when starting their work.</p> <p>Children will be able to talk confidently about the work of famous artists, saying what they like about the art and listening to the opinions of others.</p> <p>Where is the evidence? Art and Design Sketch Book</p>		
<p>Lesson 12 – To be able to make accurate drawings of faces using correct sizing and placement of features.</p> <p>Evaluate use of shadows, and use of light and dark.</p>	<p>We can use previous learning, and inspiration from other artists, to create our own art.</p>	<p>Lesson 12: Complete a self portrait</p> <p>Children to complete their portrait, using coloured pencils to add colour and detail to them. Encourage children not to rush, especially when colouring large areas of space. Remind them of how to use different parts of the pencil to help them do this.</p> <p>Where is the evidence? Art and Design Sketch Book</p>	<p>Self-portrait Shading Toning Detail Proportion Facial features</p> <p>Resources: As above</p>	

Ongoing Art and Design Disciplines

Together with the range of knowledge and content taught in the Units of Study listed below, pupils will develop their Art and Design disciplines over time. These are the ongoing skills that are taught and retaught. These disciplines cannot be assigned to any single Unit of study as they will all be covered in all of the units.


	EYFS			Year 1			Year 2		
	Skills	Knowledge	Vocabulary	Skills	Knowledge	Vocabulary	Skills	Knowledge	Vocabulary
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> - Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines 	<ul style="list-style-type: none"> Know how to hold a pencil or pen Know that people have a body and head, and that arms and legs are 	<ul style="list-style-type: none"> Pencil Pen Hold Draw Line Press Portrait Self Portrait 	<ul style="list-style-type: none"> - Extend the use a variety of drawing tools - Explore different textures - Observe patterns 	<ul style="list-style-type: none"> Pastels are soft, crumbly materials used for creating soft effects for pictures. They smudge easily. 	<ul style="list-style-type: none"> Dark Light Press Hard Gentle Shadow Warm Colours Pastel 	<ul style="list-style-type: none"> - Experiment with tools and surfaces - Draw as way of recording experiences and feelings 	<ul style="list-style-type: none"> Vincent Van Gogh was born in Holland on March 30, 1853. He was well known for his self-portraits, his sunflower 	<ul style="list-style-type: none"> Oil Paint Impasto Light Dark Shade Tint Close Apart

	<p>- Explore different textures</p> <p>- Encourage accurate drawings of people</p>	<p>attached to the body.</p> <p>Know that a self-portrait is a picture drawn of themselves.</p>		<p>- Use colour and texture to show light and dark</p> <p>- Use art materials with increasing control.</p>	<p>Fiery effects can be created using warm colours, which are red, orange and yellow.</p>	<p>Smudge Blend Sketch</p>	<p>- Evaluate use of shadows, use of light and dark</p> <p>- Sketch to make quick records</p> <p>- Observe anatomy, faces and limbs.</p> <p>- Be able to make accurate drawings of faces using correct sizing and placement of features.</p> <p>- To be able to talk about artistic techniques used by other artists.</p>	<p>piece and Starry Night piece.</p> <p>Vincent Van Gogh used oil paint to create his paintings. He used a technique called impasto to create his work. Impasto uses visible, small brush strokes to give texture and effect.</p> <p>Know the correct features of a face, and how to correctly draw and size these in a portrait.</p> <p>Know how light affects objects and how shadows are formed.</p> <p>Know some famous portrait artists, such as Leonardo Da Vinci and Frida Kahlo.</p>	<p>Oil Pastels Coloured Pencil Artist Shadow Proportion</p>
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<p>Painting (paint, ink, dye, pencils, crayon, pastels)</p> 	<p>- Experiment with and using primary colours</p> <p>- Name</p> <p>- Mix (not formal)</p> <p>- Learn the names of different tools that bring colour</p> <p>- Use a range of tools to make coloured marks on paper</p>	<p>Be able to name the Primary Colours</p> <p>Know how to hold a paintbrush and make marks using paint.</p>	<p>Paint</p> <p>Mix</p> <p>Brush</p> <p>Large</p> <p>Small</p> <p>Primary Colours</p> <p>Red</p> <p>Yellow</p> <p>Blue</p> <p>Paper</p>	<p>- Name Primary and secondary colours</p> <p>- Mix and explore shades and tints of colours</p> <p>- Find collections of colours</p> <p>- Apply colour with a range of tools.</p> <p>- Select and use different brushes and tools to explore and make marks of different thicknesses and using wet and dry paint techniques.</p> <p>- Spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p> <p>- Investigate mark-making using different</p>	<p>Aboriginal art dates from more than 20,000 years ago. It was made by the Aboriginal people in Australia, by painting onto rocks. The paintings were used to tell stories and share knowledge about how to survive and use the land. Many Aboriginal paintings include dots. These look similar to pointillism, but are designed to show the dots, where in pointillism the dots blend together.</p>	<p>Pointillism</p> <p>Dot</p> <p>Cotton Bud</p> <p>Press</p> <p>Secondary Colours</p> <p>Shade</p> <p>Tint</p> <p>Colour mixing</p> <p>Lighten</p> <p>Darken</p>	<p>- Begin to describe colours by objects,</p> <p>- Make as many tints of one colour as possible (using white),</p> <p>- Darken colours using black,</p> <p>- Use colour on a large scale</p> <p>- Investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood.</p> <p>- Use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p>	<p>Henri Rousseau was a French, painter born in 1844. He did lots of different jobs, including being a saxophone player, before he became an artist at the age of 40. He was a self-taught artist and that is why some people describe his paintings as naïve or childish.</p>	<p>Background</p> <p>Mid Ground</p> <p>Foreground</p> <p>Landscape</p> <p>Complimentary colours</p> <p>Shape</p> <p>Outline</p> <p>Tint</p> <p>Texture</p> <p>Shade</p>
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				tools for effects.					
<p>Collage (paper, photomontage, mosaic)</p> 	<p>- Handle, manipulate and enjoy using materials</p> <p>- Sensory experience</p> <p>- Simple collages</p>	<p>Eric Carle illustrates his own books. He uses collage and painting to create his pictures.</p> <p>Know and name a range of materials, such as paper, card, tissue paper, string, and wool.</p>	<p>Smooth</p> <p>Rough</p> <p>Bumpy</p> <p>Feel</p> <p>Thick</p> <p>Thin</p> <p>Cut</p> <p>Tear</p> <p>Glue</p>	<p>- Select with thought, different materials from provided resources, considering content, shape, surface and texture.</p> <p>- Select, sort and modify by cutting, tearing.</p> <p>- Use paste and adhesive to select and place cut and torn shapes into a surface to convey an idea.</p>	<p>Collage is a piece of art that is made by sticking different materials onto a backing.</p> <p>Pablo Picasso was born in 1881. He was a Spanish painter and sculptor, who spent most of his adult life in France. As well as painting and sculpting, he is famous for his collage art. He would use a wide range of materials to make his collages, and used colours to show emotions. Some of his most well-known art pieces are portraits. He did not just draw or paint the way</p>	<p>Collage</p> <p>Fold</p> <p>Scrunch</p> <p>Curl</p> <p>Plait</p> <p>Twist</p> <p>Tie</p> <p>Arrange</p> <p>Pattern</p>	<p>- Select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea.</p> <p>-Gather, sort and use materials according to specific qualities e.g., warm, cold, shiny, smooth.</p> <p>- Use paste and adhesive to select and place cut and torn shapes into a surface to convey an idea, making adjustments as needed.</p>	<p>Reusing materials is environmentally friendly.</p> <p>Waste materials cause pollution and are unsightly on many beaches.</p> <p>Carmen Haselup is a local artist who uses trash that she finds on the beach to create art work.</p>	<p>Texture</p> <p>Coarse</p> <p>Flat</p> <p>Rough</p> <p>Shiny</p> <p>Smooth</p> <p>Soft</p> <p>Woolly</p> <p>Layer</p> <p>Words to describe colours...fiery red, calming blue, misty yellow</p>

					faces looked. He would draw the front and the side of the face into one picture to show how a face changes when looked at from different sides.				
<p>Printing (found materials, wood blocks, press print, lino, string)</p> 	<p>- Print with variety of objects</p> <p>- Print with block colours</p>	<p>Painting on an object then pressing it onto paper creates a print.</p> <p>Handprints and fingerprints can be made this way.</p>	<p>Print</p> <p>Paint</p> <p>Press</p> <p>Repeat</p> <p>Colour</p> <p>Paper</p> <p>Wet</p> <p>Thick</p> <p>Paint</p> <p>Colour</p>	<p>- Take rubbings from texture to understand and inform their own texture prints</p> <p>- Repeat a pattern, randomly placed or tiled, with a range of objects.</p> <p>- Explore and create patterns and textures with an extended range of found materials e.g., sponges, leaves, ink, pads.</p> <p>-Use the art of well-known artists to inspire my designs.</p>	<p>William Morris was born in 1834 in England. He is best known for his garden inspired textile designs. His designs are still used to make fabrics and wallpaper today.</p> <p>Printing is the process of using an object or design which is transferred onto a fabric or paper using ink or paint. This can be reused, so a print of the design or object can be recreated many times.</p>	<p>Cold</p> <p>Runny</p> <p>Slimy</p> <p>Squishy</p> <p>Press</p> <p>Print</p> <p>Lift</p> <p>Dip</p> <p>Select</p> <p>Repeat</p> <p>Pattern</p> <p>Shape</p> <p>Design</p>	<p>- To apply paint to objects or found things to experiment with printing, improving the quality of the image through placement and paint choices.</p> <p>- To experiment with printing through etching patterns into mouldable materials.</p> <p>- To use templates to create an etched block for printing</p> <p>- To block print using ink and roller to create a planned design.</p>	<p>Block Printing is when a design, pattern or shape is carved into a 'block'. The block can be made of many different materials, such as wood, plastic or metal. Paint is rolled onto the block, and paper or fabric is laid over the block and rolled with a clean roller to create the print. Block printing is good for creating repeated patterns.</p>	<p>Texture</p> <p>Spread</p> <p>Mix</p> <p>Feel</p> <p>Roll</p> <p>Firm</p> <p>Block</p> <p>Template</p> <p>Polystyrene</p> <p>Tile</p> <p>Carve</p> <p>Etch</p> <p>Technique</p>

				-Use colour to add desired effects to my art.					
<p>Sculpting (clay, dough, paper sculpture, textiles)</p> 	<p>- Handle, manipulate and enjoy using materials.</p> <p>- Build, shape and model a simple structure.</p>	<p>Know and name a range of materials e.g., play dough, clay, salt dough.</p>	<p>Clay</p> <p>Play dough</p> <p>Salt Dough</p> <p>Squeeze</p> <p>Roll</p> <p>Squash</p> <p>Pinch</p> <p>Flat</p> <p>Smooth</p> <p>Sticky</p> <p>Wet</p> <p>Dry</p> <p>Soft</p> <p>Hard</p>	<p>- Handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things.</p> <p>- Model in malleable/ natural materials and control form to assemble basic shapes or forms e.g., circles, minibeasts</p>	<p>Salt dough has been used for thousands of years to make craft items and decorations. The salt in the dough stops it from going mouldy.</p> <p>Andy Goldsworthy was born in 1956 in England. He is famous for creating natural sculptures and artworks in the natural landscape. He photographs his work, as the natural art disappears back into nature over time.</p>	<p>Construct</p> <p>Select</p> <p>Shape</p> <p>Mould</p> <p>Bigger</p> <p>Smaller</p> <p>Soft</p> <p>Damp</p> <p>Harden</p> <p>Place</p> <p>Balance</p> <p>Effect</p> <p>Natural</p> <p>Rock</p> <p>Leaf</p> <p>Pebble</p>	<p>- Respond to sculptures and craft artists to help them adapt and make their own work.</p> <p>- Feel, recognise and control surface experimenting with basic tools on rigid/ pliable materials.</p> <p>- Use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care.</p>	<p>African Art - Coil Pot Coiling is a particular method of creating pottery. It has been used for thousands of years all across the world. Coil pots are made by rolling clay into thin snake-like ropes, then layering these on top of each other. The outside of the pot is often smoothed and can be etched with patterns or designs.</p>	<p>Pliable</p> <p>Coil</p> <p>Pull</p> <p>Press</p> <p>Form</p> <p>Bend</p> <p>Curl</p> <p>Carve</p> <p>Knead</p> <p>Etch</p> <p>Tool</p>