

| | AUTUMN | SPRING | SUMMER |
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| EYFS 1 | EXPRESSIVE ART AND DESIGN - Creating with materials. Being imaginative and expressive | | |
| | Children in our Pre School develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques , but by looking at artists, such as Kadinsky, Picasso, Pollock and Matisse for inspiration. During Term One 'My Fantastic Family', children will use the work of Picasso to inspire their own self-portraits, as well as to explore emotions in the 'What makes me happy' theme. They experiment by learning how to mix and use colour to express emotions . They will begin to explore different materials and learn how to add details to their drawings. Throughout Forest School sessions, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in their own style. | | |
| EYFS 2 | EXPRESSIVE ART AND DESIGN - Creating with materials. Being imaginative and expressive. | | |
| | Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques . They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, during the children's settling in sessions in the term before starting school, collaboratively they create a large process art canvas. The children are encouraged to print, paint, collage, draw and transfer together, exploring many different art techniques and mediums also begin to explore the techniques used by Jackson Pollack. In Term 1 as part of their 'Who am I?' topic children learn look at their faces and create a self-portrait. They are also encouraged to paint in the style of great artists such as Kandinsky when they paint using 2d shape as the stimulus. In Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint Planets and Space scenes. In term 3, pastels are explored when creating art in the style of Yves Klein. In term 6 whilst looking at the sea the children are introduced to the style of painting from Hokusai and Renoir and their wave scenes. Continually in the Foundation learning environment there are natural objects that the children are encouraged to closely observe and represent in a medium of their choice. Throughout Forest School sessions, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy. | | |
| YEAR 1 | Drawing: Make your mark | Sculpture and 3D: Paper clay | Painting and mixed media: Colour splash |
| | Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. | Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois. | Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns. |
| YEAR 2 | Drawing: Telling a story | Painting and mixed media: Life in colour | Sculpture and 3D: Clay house |
| | Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment | Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They | Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece |

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| | with creating patterned surfaces to add texture and detail to drawings. | create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. | that uses techniques such as cutting, shaping, joining and impressing into clay. |
| YEAR 3 | Painting and mixed media: Prehistoric painting | Drawing: Growing artists | Sculpture and 3D: Abstract shape and space |
| | Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art. | Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form. | Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa. |
| YEAR 4 | Drawing: Power Prints | Painting and mixed media: Light and dark | Craft and design: Ancient Egyptian scrolls |
| | Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. | Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. | Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'. |
| YEAR 5 | Drawing: I need space! | Sculpture and 3D: Interactive installation | Painting and mixed media: Portraits |
| | Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style. | Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. | Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. |
| YEAR 6 | Drawing: Make my voice heard | Painting: Artist's study | Sculpture and 3D: Making memories |
| | On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'. | Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist. | Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning. |