Torriano Art and Design Progression Document

Curriculum Statement

Art and design at Torriano Primary School intends to inspire and challenge children to be the artists of the future, through experimenting, inventing and creating their own works of art, craft and design. The art curriculum supports all children to acquire the knowledge and skills they need to understand the role of artists and to plan and create their own work. Torriano is proud to be a Gold Artsmark school and is working towards Platinum.

Knowledgeable learners

- Lessons will be contextualised to make them purposeful to ensure that children understand the relevance of the curriculum and how it can explain and impact the world around them.
- Art and design teaching delivers all the requirements of the National Curriculum. Children are taught the drawing, painting, printing, sculpting and collaging skills appropriate for their year group and are encouraged to experiment and then to review and refine the artwork they create.
- Teachers will ensure that children are provided with opportunities to develop their knowledge of a wide range of classical and contemporary artists and will choose artists from different cultures around the world. All children should be able to see themselves represented in the art world, through a carefully planned, diverse curriculum.
- Children will be taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Confident communicators

- We will develop pupils' ability to critique and discuss their opinions of their own and other artists' works of art, using carefully taught and appropriate vocabulary to explain their point of view.
- A range of oracy skills and techniques will be used to ensure that subject specific vocabulary is learnt by all children such as names of artists, artwork and art skills. Children will use specific technical vocabulary to talk about and share their own work, the processes they have used to create the work, as well as the work of artists and designers.
- The importance of art and design in our culture is highlighted through science-led STEAM projects and working with professional artists encourages children to present and explain their knowledge and skills in a variety of different ways.
- Children are encouraged to question, discuss and analyse artworks and to articulate their opinions of the works of art.

Active citizens

- We will help pupils engage with art, both as art consumers and as artists, both inside and outside of school.
- Children are encouraged to see art as open to them, both as a potential career and as a creative outlet to further develop their cultural capital.
- Children will learn that art and design has the power to explain, impact and alter the world around them. They will be inspired to consider how they can have an active role in creating, discussing and critiquing works of art.
- Children are taught to value the arts and the role that culture plays in our society, wider community and the world. We will help to develop a sense of ownership and true belonging in cultural artistic spaces in all children through regular visits to art galleries and opportunities to work with a range of expert artists.
- Leadership are committed to an arts rich curriculum, through research projects with universities and national cultural organisations. For example, The Durham Commission Creativity Collaborative, RAPS Study 2022.

Implementation

- The art and design curriculum closely follows the National Curriculum.
- Teachers plan with skills progression and knowledge in mind. All learning starts by revisiting prior knowledge to encourage children to make connections and formative assessment is used throughout to address any misconceptions.
- Connections are drawn across the art and DT curriculum, to further reinforce overlapping skills and knowledge where possible and appropriate.
- For specific projects, such as STEAM, teachers work with expert partners to plan inspiring and rigorous units of work, rooted in the skills and knowledge of the National Curriculum, framed in the context of real life and the world of work.
- All children, including those who have SEND or are disadvantaged fully access the art and design curriculum, through our adaptive approach.
- As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

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- IN EYFS, children have planned opportunity to use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They can share their creations, explaining the process they have used.
- In KS1, children should learn how to use a range of materials creatively to design and make products, drawing, painting and sculpting.
- In KS2 children will develop their techniques further, widening the materials used and opportunities to experiment with different mediums.
- Throughout their time at the school, children build the skills needed to produce their own works across a range of styles and media.

Impact

- Children see themselves as future artists and recognise the important role art and design plays in our lives in shaping society.
- Through our art teaching and learning, pupils should be able to recall knowledge, use technical vocabulary and develop art specific skills.
- Subject leaders monitoring processes and pupil conferencing track the progression of children using their art and design skills and practising the recall of key knowledge.
- Planning audits are used to support teachers in delivering high quality lessons.
- Pre and post assessment tasks are planned for each art unit, covering both skills and knowledge.
- Low stakes quizzes are used, such as those used to recap previous learning at the start of lessons.
- Formative teacher assessment and marking takes place and can be given verbally.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Revised Skills	*Painting* Mix 2 colours Make marks with hands hold a paint brush *Collage* Sticking with glue Cutting using scissors *Drawing* Mark making begin to draw from imagination and memory *Sculpture* Early building of structure Sticking things *Printing* Use objects to print with paint Make hand prints create simple pattern.	*Painting* Mix 2 colours learn to name the primary and secondary colours use a paint brush *Collage* Sticking with glue Cutting using scissors begin to discuss arrangement and pattern. *Drawing* Begin to draw faces and objects from 1st hand observation Draw from imagination and memory Use a variety of tools for drawing. *Printing* Use a variety objects to print with paint Print with block colours Make hand prints create simple pattern.	*Painting* name the primary and secondary colours experiment with colour mixing use a variety of tools to paint *Drawing* Use a variety of tools for drawing start to experiment with thickness of lines practice drawing from 1st hand observation Discuss and create shapes Use imagination to create pictures *Sculpture* Make simple joins use a variety of materials and recycled objects	*Painting* Learn to mix darker colours not using black. understand and use mixing to make colours use a variety of brushes. *Drawing* Use a variety of tools for drawing Learn sketching skills - pressing lightly before drawing in detail. begin to use observation to draw realistic faces etc. Start to fill the page and space. *Printing* Use repeated patterns Use more than one colour to print Create simple printing stamps.	*Painting* Create a colour wheel Know the colours to mix to make secondary colours Use dotting, splashing and brush strokes to produce different lines. use ink *Drawing* Develop drawing skills sketching lightly before drawing in detail or painting Use a variety of tools use close observation to draw realistic faces etc. discuss positive and negative space. *Printing* Use more than one colour to print Print on layered work Use mono printing *Sculpture* Practice joining clay or other malleable materials	*Painting* understand and practice gradients of colour mixing create tints and tones *Drawing* Develop sketching using shading and varied tools use close observation begin to discuss light and shadow *Printing* Layer printing to experiment with colour. Screen printing *Collage* Create by arranging and overlapping Discuss and choose colours and textures and create shapes Use PVA glue to create.	*Painting* Use colour mixing to show light and reflection create tints and tone use colour to show mood *Drawing* Use a variety of tools use shading skills to show light and dark Discuss and think about composition of pictures use scale and proportion *Printing* Layer printing to experiment with colour. Develop printing creating own blocks	*Painting* use colour effectively to show mood and to mix, match and show tints, tone and shade Create original artwork *Drawing* use perspective, scale and proportion to create realistic drawings use shading to indicate light and dark *Printing* use printing skills to create original work print on cloth

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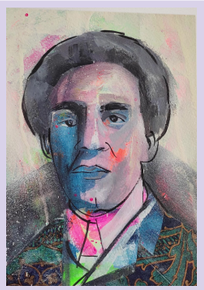
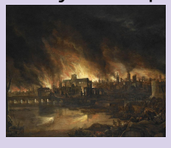
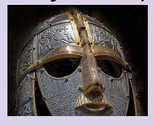
		Make rubbings	*Printing* Use a variety objects to print with paint Print with block colours Make rubbings *Collage* Sticking with glue Cutting using scissors. Begin to discuss arrangement and pattern.	*Collage* Experiment with arranging and overlapping use scissors and ripping to create lines and shapes Discuss and choose colours and textures	discuss shape and model different shapes	*Sculpture* Practice joining malleable materials model different shapes		
	Nursery	*Reception*	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
Black History season Art	 Sarah Boothe Links: Listen to Year 4 children perform Maya Angelou's poem Still I Rise. Skills: Print with a variety of objects – including block colours.Explore primary colours and how colours can be changed. Range of tools for mark marking	 Sarah Boothe Links: Listen to Year 4 children perform Maya Angelou's poem Still I Rise. Skills: Print with a variety of objects – including block colours.Explore primary colours and how colours can be changed. Range of tools for mark marking	 https://td360.co.uk/blacklivesmatter/ Tina Ramos Ekonga Link to Explorers in Space: Mae Jameson Skills - Colour mixing, creating patterns (Space swirls) draw: Landscapes, patterns, Suggested Activities: Children will create their own self portraits in the style of Tina Ramos Ekonga. Children paint the	 https://td360.co.uk/blacklivesmatter/ Joshua Obeng Boateng Link to GFof London Create their picture about Frank Bailey Skills: Replicate patterns and textures, Create printed patterns using more than one colour. Suggested Activities: Children will create their own pictures using photographs of Frank Bailey in the same style as Joshua Obeng Boateng. Children will use	 https://td360.co.uk/blacklivesmatter/ Laura-Jay Doohan Link - Black History Bristol Bus Boycott In History lesson Ch learn about the Bristol Bus boycott and also Rosa Parks boycott. These added to the timeline Skills: Draw different types of line to create texture in a range of media; Accurate drawings of faces; Observational sketches of faces; Sketch before painting; Use colour	 https://td360.co.uk/blacklivesmatter/ Annis Harrison Link - English Valerie Bloom poetry - Linton Kwesi Johnson Skills: Sketchbooks to plan and develop ideas Identify and draw effect of light ; Accurate drawings of people to scale and proportion Suggested Activity Children create charcoal drawings and sketches of a "black hero" of theirs. They write	 https://td360.co.uk/blacklivesmatter/ Siobhan Riordan Link - Black Composer Samuel Colridge Taylor Skills: Confidently apply paint to large flat areas with appropriate brush stokes;Identify the effect of light on objects and people from different directions; Experiment with shading techniques . Suggested Activity: Children create portraits of themselves using the style of the artist. drawing and then using sponges to paint and then drawing on top.	 https://td360.co.uk/blacklivesmatter/ Sunshine Negyesi Link - Black History Claudia Jones and the formation of the Notting Hill Carnival This to be added to the timeline. Skills: Draw using tonal contrast;Explain with appropriate language tones, hues, shades and moods created by colour. Combine prints of different objects/colours to create an end piece Use increasingly

			background and then use oil pastels to draw the midground then layer it with their own photographs - Link to Computing.	printing to create patterns using fire as their theme to make the background to their work.	washes to change density of colour. Suggested Activities: Children will create their own self portraits sketching themselves then painting the pictures using colour washes and then drawing with a pen over the top. The children's portraits are then photocopied reduced to create the scene - Children to paint background collectively using splash paint technique. Draw buses observationally these used in the background.	poems about their person based on the Work of Valerie Bloom. These are then put together to create an artwork based on Annis Harrison's piece celebrating Linton Kwesi Johnson. Autumn 2: Printing Project Screen printing with Artist Kara Porter on the story of Perseus and the Romans Skills: Print relief and impressed works Identify forms art takes. Discuss artists.	Use scribble tracing technique to create pieces.	complex printing techniques such as relief or tie dye. Suggested Activity: Children will do a self portrait using drawing and painting skills and then will create an art piece with this photocopied down to A4/5. Ch will use their photocopied painting and other materials to collage onto a board (Cardboard A4/3) creating a montage. Children to have words typed to add to their montage that show who they are.
	Nursery	*Reception*	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
AUTUMN 1	<u>Kentish Town Heroes</u> Who am I? Link - Topic Who am I Portraits Artist: Picasso Skills: *<u>Collage</u>* Sticking with glue Cutting using scissors Activity: Chn to create portraits of themselves in the style of picasso using cutting out eyes noses and mouths. mingled with drawing features. Children cut and hold up face parts for photo. Close up photos of eyes noses and mouths	<u>Kentish Town Heroes</u> Who helps us in school? <u>Black History Season Art</u> <u>See Above</u> <u>Exploration of art Resources</u> Key skills: - Explore materials freely and begin to think about what they would like to make. - with adult encouragement,	<u>Kentish Town High Street</u> Historical and Geographical Local Area Study History-led topic <u>DT Focus - junk modelling sculpture</u>	<u>Great Fire of London 1666 CE</u> Historically Significant Local Events and People Beyond Living Memory History-led topic  <u>Black History Season Art</u> <u>DT FOCUS - structures</u>	<u>Prehistoric Britain Stone Age to the Iron Age</u> 2500 BCE - 42 CE History-led topic <u>Black History Season Art See Above</u> <u>DT FOCUS - structures</u>	<u>Ancient Greece</u> 330 BC A study of Greek life and achievements and their influence on the western world History-led topic Link: Greek Mythology Artist: Kara Porter Skills: *<u>Printing</u>* Layer printing to experiment with colour. Screen printing and mono printing Activity: Children to practice screen printing from greek mythology using	<u>The History of Britain's Settlement by the Anglo Saxons and Scots</u> 400-789 CE History-led topic  <u>Black History Season Art See Above</u> <u>Sketching Anglo-Saxon churches</u> Skills *<u>Drawing</u>* Use a variety of tools use shading skills to show light and dark Discuss and think about composition of pictures use scale and proportion	<u>First World War 1914-1918 CE</u> Significant Local, National and International History History-led topic <u>Black History Season Art See Above</u> Art - WW1 focus Skills <u>Drawing</u> Skills: sketching from Stanley Spencer's works of art.

	provided for cutting and sticking. Exploration of art resources Key skills: - Explore different materials freely, to develop their ideas about how to use them and what to make. - Children will begin to use different writing tools to make marks. - Children will experiment with one handed tools such as scissors and glues to make their own works of art. - Children will use a full hand grasp to hold the crayon or pencil to make marks. - Children will explore paint, using fingers, hands, brushes and other tools. Suggested outcomes: Independent exploration. Adults to model using resources in the art area during the first few weeks of term. Children are encouraged to access resources in the art area independently. This year BHS: Adults to model printing.	children will begin to talk about what they are doing Suggested outcome: Independent exploration. Adults model using resources in the art area during the first few weeks of term and encourage children to talk about what they make. Children are encouraged to access resources in the art area independently during CP. This year BHS: Adults to model printing (see above)				layers of colour - Workshop Children will learn about screen printing processes and printing a screen and create their own mono prints.		Use perspective, scale and proportion to create realistic drawings use shading to indicate light and dark Using colours to add detail/ depth Artist: Stanley Spencer - Chapel pictures - WW1 Sandham memorial chapel pictures that tell stories Link:WW1 Art History discussion

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AUTUMN 2	Nursery	Reception	Year 1	Year 3	Year 3	Year 4	Year 5	Year 6
	Kentish Town Heroes Who helps us at home? & Celebrations and Festivals Black History Season Art See Above Printing Link - We're going on a Leaf Hunt (key text) Key skills: - Using a variety of objects to print - explore colour mixing Suggested outcome: Children make prints of Autumn leaves. 'Leaf void' prints can also be made. Suggested Outcomes: Create prints and rubbings of leaves in in various colours (Science link)	Kentish Town Community Heroes Who Help Us in the Community & Celebrations and Festivals DT focus - Mask/ Costume design	Explorers and their Transport Significant events, individuals and places & Continents and Oceans History and geography-led topic Black History Season Art DT Focus: Design and make a vehicle	United Islands Geographical study of the UK and local area fieldwork Geography-led topic DT FOCUS - Food Tech	The History of the Shang Dynasty 1250 BCE Achievements of the earliest civilizations History-led topic DT focus _ - Food Tech	The History of the Roman Empire and its impact on Britain C 42 - 410 CE History - led topic Black History Season Art See Above DT FOCUS - Making structures, designing aqueducts	The History of the Viking & Anglo-Saxon struggle for England to time of Edward the Confessor 789 -1066 CE History-Led topic DT FOCUS- Viking textiles	Tea, Sugar and Spice Historical and Geographical Colonial Legacy Expansion and Dissolution of Empires History-led topic DT Textiles Link: History and Geography (Tea, Sugar and Spice Historical and Geographical Colonial Legacy) African textile artists Key Skills: - use batik dyeing to create different textural effects - identify and discuss the purpose of artworks including those by other artists Suggested outcomes: Explore African textiles. Research Adinkra symbols and their meanings. Use batik dyeing to decorate a piece of fabric. Art History: Picasso African art influence on cubism.

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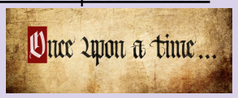
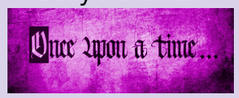
Spring	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPRING 1	Once Upon a Time  DT Focus - structure 3 little pigs building houses Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art.	Twisted Tales Traditional and fairy stories through The Jolly Postman  DT Focus - materials Design and test a bag for letters Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art. They will be encouraged to return to and build on their previous learning, refining ideas and developing their ability to represent them. With adult encouragement, children will begin to talk about what they are doing. This term there will be a DT focus for adult led activities. Children will design, make and test a bag for The Jolly Postman to carry his letters.	Migration- Moving to Thrive Thematic geographical skills and knowledge study Geography-led topic Art: Printing Link: Geography (Moving to Thrive) Key Artists: Yves Klein (body prints), David Hammons (body prints), Lynda Heines (printing with found objects) Key skills - use a variety of materials, e.g. sponges, fruit, blocks to make a print. - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing Suggested outcome: Create prints of butterflies	Harriet Tubman Historically significant individuals and events History-led topic Art: Collage Link: History (Harriet Tubman) Key Artists: Bisa Butler, Alyson Vega Key skills:*collage* Experiment with arranging and overlapping use scissors and ripping to create lines and shapes Discuss and choose colours and textures Suggested Outcome: Children make a collage of personal symbols/ Underground Railroad symbols	Going Underground in Camden Local Area Regional geography and history Study Key events in British history History and geography-led topic DT Focus - Structure design a bridge or a tunnel	Migration The History of the Windrush Push and pull of human geography Thematic geography-led topic Art History Link: History (Migration The History of the Windrush) Key Artists: Vanley Burke Suggested outcome: Children use collages to make a picture in response to the windrush experience (see examples on year group overview) Design and Food tech - see Design progression document	Brazil Regional geographical and South American study DT Focus: Food Tech Brazil link	NW1 Regional geographical and historical Local Area Study Art: Drawing Link: Geography and History (NW1 Local area Study) Key Artists: Henry Moore and Stephen Wiltshire Key Skills: - Consider scale, proportion and perspective in drawings - use hatching and cross-hatching to show light and shadows. -Work from observation Suggested outcome: Drawings of Underground stations and landscapes using perspective.

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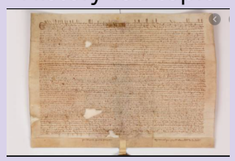
Spring 2	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Our Earth - Mighty Minibeasts</u> Animals and Habitats Art: Sculpture Link: Animals and habitats Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art. They will develop their own ideas and then decide which materials to use to express them. Adult led activities will focus on drawing and sculpture. <u>Drawing</u> Key skills: Children will create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Suggested outcome:	<u>Our Earth - Curious Creatures</u> Animals and habitats Just So Stories Link Animals Artist: Matisse The snail Children will continue to be encouraged to explore art resources and mark making tools independently to produce their own works of art. With adult support and modelling, children will begin to self-correct any mistakes Adult led activities will focus on collage. <u>Collage</u> Key skills: - Sticking with glue - tearing and cutting paper - Begin to discuss arrangement and pattern. Focus artist: Matisse The snail Suggested Outcome:	<u>Monarchy</u> Globally historically significant people and events History-led topic <u>DT Focus: Food Tech</u>	<u>Thomas Coram and The Foundling Hospital</u> Significant Historical local events and people beyond living memory History-led topic Art: Painting (Portraits) Link: History (Significant People Beyond Living Memory - Harriet Tubman, Thomas Coram) Key Artists: Various artists have drawn and painted pictures of Harriet Tubman and Thomas Coram Key skills: - name the primary and secondary colours - experiment with different brushes (including brushstrokes) and other painting tools - mix primary colours to make secondary colours Suggested outcome: Children paint portraits of the significant people studied in history.	<u>Tectonic</u> Physical Geographical Study Locating world countries volcanoes and earthquakes Thematic geography-led topic Art: Printing and Painting Key Artists: Andy Warhol (POP Art) Turner Key skills: *<u>Painting</u>* Create a colour wheel Know the colours to mix to make secondary colours use dotting, splashing and brush strokes to produce different lines. *<u>Printing</u>* Use more than one colour to print Print on layered work Use mono printing Outcome: Children produce momo prints of volcanoes on a background they have painted.	<u>The Magna Carta</u> Historical Study of the Magna Carta 1215 CE The changing power of monarchs History-led topic  <u>Art: Collage</u> <u>Link - Science states of matter (Water)</u> <u>French colours</u> <u>Artist: Monet</u> <u>Key Skills: *Collage*</u> Create by arranging and overlapping Discuss and choose colours and textures and create shapes Use PVA glue to create. Outcome: Children create part of a picture of waterlilies by monet using collage	<u>Rivers</u> Regional UK geographical study Locating British cities, counties, features and regions Pollution and natural energy Geography-led topic Art: Painting Link: Geography (UK Rivers, pollution and natural resources) Key Artists: Vincent Van Gough Key skills: *<u>Painting</u>* Use colour mixing to show light and reflection create tints and tone use colour to show mood Suggested outcomes: Children use different types of paint (e.g. acrylic paints and watercolours) and different painting styles	<u>France</u> Regional geographical European country study Geography-led topic <u>Art: Painting</u> <u>Artist: Monet impressionism</u> <u>Key skills</u> *<u>Painting</u>* Use colour effectively to show mood and to mix, match and show tints, tone and shade Create original artwork Outcome: Children produce paintings in the style of Monet (possible use of hampstead heath pictures)

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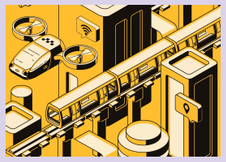
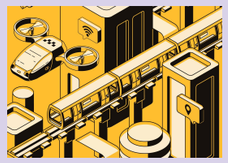
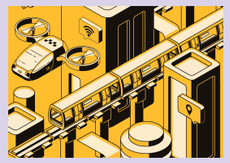
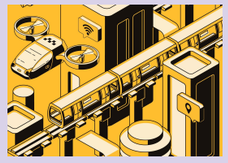
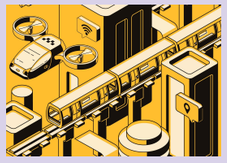
	Children will use chalks/charcoal to do observational drawings of minibeasts. <u>Sculpture</u> Key skills: Join different materials and explore different textures. Children will experiment with rolling, cutting and joining clay. Suggested outcome: Clay minibeasts.	Children use collage to create their own animal pictures.						
Summer 1	*Nursery*	*Reception*	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
	<u>Natural environment</u> Science-led topic Notice differences between people STEAM - Careers  <u>Art and Design Focus through STEAM</u> teachers will choose relevant artists and designers fit for topic <u>Art Skills:</u> <u>*Painting*</u> Mix 2 colours Make marks with hands hold a paint brush <u>*Drawing*</u> Mark making begin to draw from imagination and memory	<u>Contrasting environments</u> Science-led topic STEAM - Careers  <u>Art and Design Focus through STEAM</u> teachers will choose relevant artists and designers fit for topic <u>*Painting*</u> Mix 2 colours learn to name the primary and secondary colours use a paint brush <u>*Drawing*</u> Begin to draw faces and objects from 1st hand observation	<u>Everyday materials</u> Science-led topic Seasonal changes STEAM - Careers  <u>Art and Design Focus through STEAM</u> teachers will choose relevant artists and designers fit for topic Art Skills to revisit: <u>*Printing*</u> Use a variety objects to print with paint Print with block colours Make rubbings	<u>Blue Mountains and Camden</u> Comparative geographical Study UK and Jamaica Islands Regional geography-led topic DT Focus: Textiles	<u>Forces & Magnets</u> Science-led topic STEAM - Careers  <u>Art and Design Focus through STEAM</u> teachers will choose relevant artists and designers fit for topic Art Skills to revisit: <u>*Painting*</u> Create a colour wheel Know the colours to mix to make secondary colours Use dotting, splashing and brush strokes to produce different lines. use ink <u>*Drawing*</u>	<u>Electricity</u> Science-led topic STEAM - Careers <u>Art and Design Focus through STEAM</u> teachers will choose relevant artists and designers fit for topic Art Skills to revisit: <u>*Painting*</u> understand and practice gradients of colour mixing create tints and tones <u>*Drawing*</u> Develop sketching using shading and varied tools use close observation	<u>Earth and Space</u> Science-led topic STEAM - Careers  <u>Art and Design Focus through STEAM</u> teachers will choose relevant artists and designers fit for topic Art Skills to revisit: <u>*Painting*</u> Use colour mixing to show light and reflection create tints and tone use colour to show mood <u>*Printing*</u> Layer printing to experiment with colour.	<u>France</u> Regional geographical European country study Geography-led topic Monet and Impressionism continued <u>Key skills</u> <u>*Painting*</u> Use colour effectively to show mood and to mix, match and show tints, tone and shade Create original artwork Outcome: Children produce paintings in the style of Monet (possible use of hampstead heath pictures)

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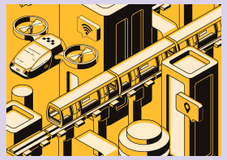
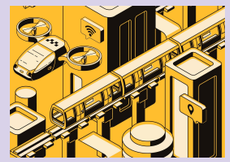
		Draw from imagination and memory Use a variety of tools for drawing.	*Drawing* Use a variety of tools for drawing start to experiment with thickness of lines practice drawing from 1st hand observation Discuss and create shapes, Use imagination to create pictures,		Develop drawing skills sketching lightly before drawing in detail or painting Use a variety of tools use close observation to draw realistic faces etc. discuss positive and negative space.	begin to discuss light and shadow	Develop printing creating own blocks	
Summer 2	*Nursery*	*Reception*	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*
	Planting and Growing Science-led topic DT: Food Tech	The Next Step & Our Bodies History and Science-led topic ART and DT Focus Art: Portraits Drawing faces and people. Children will explore art reSuggested Outcome: Children create self portraits. sources and mark making tools independently to produce their own works of art. Children will confidently explore and use a range of drawing and painting tools. Children will review their work and suggest improvements	Castles - Powerful Homes of the Past Comparative historical Study History-led topic Art: Sculpture and drawing Link: Great Zimbabwe Shona Sculptures Artist: Miro Key Skills: *Drawing* Use a variety of tools for drawing start to experiment with thickness of lines practice drawing from 1st hand observation Discuss and create shapes Use imagination to create pictures Suggested Outcome: Children	Uses of everyday materials Science-led topic STEAM - Careers  Skills: *Painting* Learn to mix darker colours not using black. understand and use mixing to make colours use a variety of brushes. *Drawing* Use a variety of tools for drawing Learn sketching skills - pressing lightly before drawing in detail. begin to use observation to draw realistic faces etc. Start to fill the page and space.	Kingdom of Benin 900-1300 CE A non-European society that provides contrasts with British history History-led topic Art: Sculpture (clay / paper mache) Link: History and Geography (Kingdom of Benin c. 900-1300 CE) Key artists: Various Benin artists Key skills: - cut, make and combine shapes to create recognisable forms - use clay and other malleable materials and practise joining techniques	Hampstead Heath and The Americas Local area geographical comparison study Regional geography-led topic DT FOCUS Totem pole design	The Maya c. 900 CE Historical and Regional geographical Contrasting non-European Society History and geography- led topic ART FOCUS: Self-portraits. Surrealism Link: Maya Geography/ History Artist: Frieda Kahlo *Painting* *To sketch ideas before painting* Use colour mixing to show light and reflection create tints and tone	Electricity Science-led topic STEAM - Careers  Skills: *Painting* use colour effectively to show mood and to mix, match and show tints, tone and shade Create original artwork *Drawing* use perspective, scale and proportion to create realistic drawings use shading to indicate light and dark

		Adult led activities will focus on drawing and printing. <u>Drawing</u> Key skills: - Begin to draw faces and objects from 1st hand observation - Draw from imagination and memory - Use a variety of tools for drawing. <u>Printing</u> Key Skills: - Explore different types of printing (e.g. styrofoam blocks, screen printing, mono-printing) - Show different emotions in their pictures Artist focus: Andy Warhol Suggested outcome: Printing faces with styrofoam blocks and / or screen prints. Show emotions on faces.	discuss shona sculptures and Miro's dream creatures. Create their own artwork using scribble or marble pictures as a stimulus.		- add materials to the sculpture to create detail <u>Suggested outcome:</u> Children use clay, wire and / or paper mâché to make masks or animal sculptures inspired by Benin art.		use colour to show mood <u>Suggested Outcome:</u> To create their own self portraits in the style of Frida Kahlo. <u>Art History</u> Study of Frida Kahlo and the surrealist movement (despite her objections).	