

I	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	PATTERN- The Blitz WW2	TEXTURE- The Blitz Anselm Kiefer	TONE- Vikings Da Vinci sketchbooks	COLOUR YINKA SHONIBARE	FORM AND SPACE- Tom McGuinness (mining, Bevan boy)	LINE AND SHAPE- Tim Stokes
	camouflage patterns	Clay/ceramic tile	warrior sketch	Paper mache	Portrait	Printing
Lesson 1 Research the artist	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	Comment on artworks with a fluent grasp of visual language	Record media exploration in sketchbook	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works	Link own work to artists	Compare the style of different artists and the techniques used
Lesson 2 Apply skills	watercolour wash, wet onto wet, wet onto dry, graduated wash	Use a variety of medias and techniques when creating a piece of work. Use skills such as slip, scoring, cross-hatching to join clay and carve to create desired shape	stippling, cross-hatching, etc. Use hard and soft lines to create depth of colour, shadow and tone	Design and create own sculpture using materials such as clay, papier mache Spot the potential in unexpected results as work progresses	Compose a photo linking to topic, with consideration of light and shadows and the effect this will have. Enhance digital media by editing (including sound, video, animation, still images and installation)	Use inks to create prints

					Explore artists using ICT	
Lesson 3 Final piece	Apply watercolours in various ways- Create layers using paint and adding detail	Use ceramic mosaic materials and techniques	Use a variety of art pencils to create shade and tone using different techniques-	Produce intricate patterns and textures using tools Show life-like qualities and real-life proportions Use frameworks (such as wire or moulds) to provide stability and form	Use a choice of techniques to depict movement perspective, shadows and reflections	Print to create layers of colours and textures Incorporate features such as symmetry, repetition, random printing
Lesson 4	Develop a personal style of painting, drawing upon ideas from other artists	Combine visual and tactile qualities	Adapt work as and when necessary and explain why. Modify own work to develop it further	Finish work in a variety of ways, polish, glaze, paint, etc.	Combine colours, tones and tints to enhance the mood of a piece	Print on a variety of materials such as fabrics Use stitching and join fabrics in different ways Use a variety of needles and thread
						Edit and refine own work

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Year 5	FORM AND SPACE WW1 propaganda posters	TONE Olive Mudie Cooke	TEXTURE Watson Fothergill (local architect)	LINE AND SHAPE Computer graphics	COLOUR Cai Quo-Qiang Chinese artist EDI	PATTERN Shang Dynasty Art
Final outcome	Printed poster	Sketching people	Collage/textile	Pixel art (oak national academy)	Abstract painting	Shang dynasty pot
Lesson 1	Record media exploration in sketchbook Use sketchbooks to collect and record visual information from different sources Recognise art from a range of artists and link them to historical events	Identify artists who link to their own work Compose a photo linking to topic, with consideration of light	Use a range of different medias to collage	Explore artists using ICT Compare the style of different artists and the techniques used	Create a colour palette based upon colours observed in the natural or built world	Develop and imaginatively extend ideas
Lesson 2	Build up layers of colours	Use a choice of techniques to depict movement perspective, shadows and reflections	Use stitching and join fabrics in different ways Use a variety of needles and thread	Compare the style of different artists and the techniques used	Use the qualities of watercolour and acrylic paints to create visually interesting pieces	Use ceramic mosaic materials and techniques

Lesson 3	Print to create layers of textures Incorporate features such as symmetry, repetition, random printing	Use a variety of art pencils to create shade using different techniques- stippling, cross-hatching, etc.	Use frameworks (such as wire or moulds) to provide stability and form	Enhance digital media by editing (including sound, and video)	Use paint to create layers, adding detail to a background base	Combine visual and tactile qualities
Lesson 4	Use inks to create prints	Use hard and soft lines to create depth and shadow Build layers of colour using media such as pastels and using fingers to smudge and blend	Show life-like qualities and real-life proportions Use the qualities of materials to enhance ideas	To contribute in a group to enhance digital media by editing	as well as planning Adapt work as and when necessary and explain why.	Finish work in a variety of ways, polish, glaze, paint, etc.

Year 4	PATTERN Greek Vase	LINE AND SHAPE Basquiat EDI	FORM AND SPACE Henry Moore	TEXTURE	COLOUR Illuminated manuscripts	TONE Rembrandt – the night watch
Final outcome	Wax resist	Basquiat portrait – draw over a photograph	Clay sculpture	Roman portrait	(Anglo Saxons) Text art	Shadows town/person by night.
Lesson 1	Comment on artworks using visual language Experiment with media by overlapping,	Express feelings and emotions in sketchbooks Create images, video and sound recordings and explain why they were created	Record media exploration in sketchbook Annotate own work to develop	Use hatching and cross hatching to show tone and texture	Look at artists architects and designers from history	Make notes in sketchbooks about techniques used and key artists

	tessellation, mosaic and montage		Express purpose and intention of art pieces Use a variety of tools to create different effects and carve			
Lesson 2	Match appropriate tools to materials	Take and print images to incorporate within own art pieces	Use skills such as slip and scoring to join pieces together		Make precise repeating patterns	Mix paints to create shades and tints to match purpose- e.g., skin tones, backgrounds
Lesson 3	Refine and alter ideas using art vocabulary to explain why	Use digital programs to combine their own work/images with those found online	Add materials to provide interesting detail	Use a variety of art pencils to experiment with shade	Explore the effect of printing with different materials and select those most suited to a piece of work Begin to use marbling to create a design	Use a number of brush techniques using thick and thin brushes
Lesson 4	Adapt and refine ideas		Use materials such as clay or papier mache to create a 3D sculpture	Build layers of colour by using media such as pastels	Discuss and review their own work, giving ways they can develop and edit their work	Experiment with creating mood and colour

Year 3	FORM AND SPACE- Andy Goldsworthy	TONE Lascaux Cave Art Stone age art-	COLOUR Frida Kahlo EDI	TEXTURE Rousseau Rainforest animals	PATTERN KANDINSKY Discreet	LINE AND SHAPE Mel Boucher hieroglyphs EDI
Final outcome	Natural sculpture (stone stacks)	making pigments	Self portrait	Videoing nature Butterfly house link	Abstract painting or mobile	Text art
Lesson 1 Research the artist	Collect information, sketches and resources	Comment on artworks using visual language Respond to art from other cultures and time periods	Express feelings and emotions in sketchbooks Give opinions about art pieces and artists	Record media exploration in sketchbook Express how art makes them feel	Discuss how to create simple prints Make notes in sketchbooks about techniques used and key artists	Explore a range of artists and links these to own work
Lesson 2 Apply skills	Use skills such as slip and scoring to join pieces together	Use a number of brush techniques using thick and thin brushes Select the correct type/size of brush for the activity	Use different harnesses of pencils to show line, tone and texture	Contribute in a group to create images, video and sound recordings	Explore pattern and shapes to create a design for printing	Use a variety of media with techniques such as printing, weaving Name the tools needed to create various pieces

Lesson 3 Final outcome	Use materials such as clay or papier mache to create a 3D sculpture	Mix paints to create shades and tints to match purpose- e.g., skin tone, backgrounds	Use a variety of media to create hard and soft lines with different thickness	Use the zoom or snip tool to focus on a specific part of something to draw/paint/etc.	Use layers of two or more colours Print using a variety of methods	Experiment with media by layering and overlapping
Lesson 4			Create depths of colour with pencil crayons by applying different pressure			

Year 2	COLOUR Van Gogh Discreet	TEXTURE Jackson Pollock Discreet	TONE Stephen Wiltshire (Exploring cities) EDI	FORM AND SPACE Explorers – Gauguin	LINE AND SHAPE Victorian Charles	PATTERN Damien Hirst
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				(Exploring landscape)	Rennie Mackintosh Victorian artist	
Final outcome	Clay sunflowers	Digital pollock painting	City sketch	Landscape painting	Collograph print	Dot collage
Lesson 1 Research artist	Explore ideas and collect visual information Express how art makes them feel	Build information on colour, texture, techniques, etc.	Explore a range of artists and links these to own work	Explore different methods and materials as ideas develop Give opinions about art pieces and artists	Plan and develop ideas in sketchbook	Collect textures/patterns to use in future work
Lesson 2 Apply skills	Manipulate clay in various ways for different purposes- e.g., pinch pots, coil pots	Use a digital paint program to create a picture	Draw lines of different sizes and thickness	Mix primary colours to create secondary colours Hold a paintbrush correctly	Design patterns to use for printing	Use a variety of media with techniques such as weaving, tie-dying
Lesson 3 Final outcome	Include lines and texture		Show pattern and texture by adding dots and lines	Mix primary colours to create secondary colours, <i>then shades and tints by adding black or white</i>	Print using a variety of natural and manmade objects	Use a variety of media for textured collages
Lesson 4	Create a sculpture using different materials using their imagination and explain how to create their sculpture		Use media such as pencils, pastels and charcoal to create soft, hard and faint lines by applying different pressure Begin to blend and smudge		Use a variety of printing methods: relief, press, fabric	

Year 1	COLOUR David Hockney	PATTERN Yayoi Kusama Discreet EDI	TEXTURE Tony Marsh Discreet	TONE Jan Griffier (Elizabethan artist)	FORM AND SPACE Holbein (Tudor court painter) BV	LINE AND SHAPE Matisse EDI
Final outcome	Colour wheel	Pattern printing	Clay pot	Flames	Portrait drawing	Cut out shape landscape
Lesson 1	Look at artists and their techniques, giving their opinion	Respond to ideas and starting points	Look at artists and their techniques, giving their opinion	Respond to ideas and starting points	Record experimenting with different medias in sketch book	Explore ideas and collect visual information

Lesson 2	<p>Mix primary colours to create secondary colours and explain how to make these</p> <p>Use the correct amount of paint on a brush</p>	Make marks by printing with a variety of objects	<p>Use a combination of shapes</p> <p>Manipulate clay in various ways- e.g., rolling, shaping</p>	Take a photograph	<p>Use a variety of dry media such as pencils, chalk, charcoal to make different marks- e.g., dots, dashes, straight lines, wavy lines</p>	Cut, glue and trim materials
Lesson 3	Create Colour wheels	Make simple rubbings	Create a sculpture using different materials using their imagination	<p>Organise images on a page</p> <p>Mix primary colours to create secondary colours and explain how to make these</p>	<p>Use a variety of dry media such as pencils, chalk, charcoal to make different marks- e.g., dots, dashes, straight lines, wavy lines</p>	Use a variety of media, e.g., magazines, crepe paper, fabric