

Cycle	Term	Rec/Y1	Y1/2	Y3/4	Y5/6
Year A	1/2	<p><b>For year:</b></p> <ul style="list-style-type: none"> <li>• How colours can be changed</li> <li>• Use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Manipulates materials to achieve a planned effect</li> <li>• Draws lines and circles using gross motor movements</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with scissors</li> <li>• Uses simple tools to effect changes to materials</li> <li>• Represent their own ideas, thoughts and feelings through art and design</li> <li>• Create simple representations of events, people and objects</li> </ul> <p><b>Term 1/2 (cross-curricular)</b> Self-portraits, Autumnal scenes, Leaf printing/rubbings, Junk modelling, Collage (fruit and vegetables), Chalk (fireworks), Poppies in different media, salt dough (fruit and vegetables for Harvest) Christmas crafts</p> <p><b>Term 3/4 (cross-curricular):</b> Sea life sketches, Patterns on animals, Create resources for role play area, Stained glass fish, Observational drawing (shells), Painting(sea scene) Artists: – David Miller, Wyland</p> <p><b>Term 5/6 (cross-curricular):</b> Sketches of Blackbeard, Junk modelling ( large pirate ships), Masks, Pirate hats, Pirate flags, Clay eggs, Easter crafts</p>	<p><b>Sketching</b> (basic skills)</p> <ul style="list-style-type: none"> <li>• Line (broken, to enclose space, straight, curved)</li> <li>• Tone (vary pressure for line and shading)</li> <li>• Shading</li> <li>• Texture (shading)</li> <li>• Purpose and use of sketchbooks</li> <li>• <b>Context:</b> sketches of plants and animals in habitat (Science)</li> </ul> <p><b>Landscape</b> (<i>What is meant by a landscape in art?</i>)</p> <ul style="list-style-type: none"> <li>• Look at landscapes and imaginary depictions of planets</li> <li>• Use marbling, IT and other media/techniques to create pictures of Earth and other real/imaginary planets</li> </ul> <p><b>Painting</b> (basic skills)</p> <ul style="list-style-type: none"> <li>• Select equipment</li> <li>• Handle a brush appropriately</li> <li>• Use powder paint and water to create different consistencies</li> <li>• Use a pallet to mix paints</li> </ul>	<p><b>Pop Art (Andy Warhol)</b></p> <ul style="list-style-type: none"> <li>• Explore Warhol’s work</li> <li>• Focus on his Versuvius depictions</li> <li>• Create own pop art volcano pictures in the style of Warhol</li> </ul> <p><b>Pop Art (Roy Lichtenstein)</b></p> <ul style="list-style-type: none"> <li>• Explore Lichtenstein’s work</li> <li>• Focus on use of words (eg BOOM) within a picture</li> <li>• Create own in this style</li> </ul> <p><b>Sketching</b> (sketchbooks)</p> <ul style="list-style-type: none"> <li>• Colour – vibrant, pop art colours</li> <li>• Repeated pictures to create a pattern</li> </ul>	<p><b>Poppy art</b></p> <ul style="list-style-type: none"> <li>• Explore various commemorative artworks.</li> <li>• Focus on Poppies (sculpture and paintings)</li> <li>• Create own using printing and sculpting.</li> </ul>
	3/4	<p><b>Create impressions of figures</b> (<i>How have factories inspired Art?</i>)</p> <ul style="list-style-type: none"> <li>• Explore the work of L S Lowry</li> <li>• Make impressions of figures using charcoal, soft pencil, crayons, paint</li> <li>• Use Lowry’s 5 colours to explore colour mixing</li> </ul>	<p><b>Collage (Fire of London)</b></p> <ul style="list-style-type: none"> <li>• Explore images of the Fire of London</li> <li>• Explore images of cityscapes more generally</li> <li>• Create an image (<i>collage flames and silhouette Tudor houses and/or a simple look at</i></li> </ul>	<p><b>Figure drawing</b></p> <ul style="list-style-type: none"> <li>• Body sketches (realistic, proportions, movement)</li> <li>• Self-portraits using pencil</li> <li>• Da Vinci’s Vitruvian man</li> </ul>	

				<i>perspective focusing on size of buildings and using tracing paper to show paler distance)</i>	
	5/6		<p><b>Repeating pattern printing - recognise and create</b> (How have plants inspired Art?)</p> <ul style="list-style-type: none"> <li>• Explore William Morris patterns to recognise plants, repetition</li> <li>• Copy a section of pattern (close observation)</li> <li>• Create own pattern by repeating a small picture</li> <li>• Design a plant-inspired print bloc in appropriate material and make a printed repeating pattern</li> </ul> <p><b>Depict plants in diff media</b></p> <ul style="list-style-type: none"> <li>• Sketch plants from life</li> <li>• Paint/ pastel / printed plants for Flower Show</li> </ul>	<p><b>Cave painting inspired pictures and clay models</b></p> <ul style="list-style-type: none"> <li>• Look at cave paintings from Lascaux, France</li> <li>• Explore tone (charcoal)</li> <li>• Explore line (pencil)</li> <li>• Explore textures (painting on sandpaper to replicate cave)</li> <li>• Colour mixing (to make natural colours for cave painting)</li> <li>• Clay animal models inspired by cave paintings (Devises Museum outreach)</li> </ul>	<p><b>Henri Rousseau (mixed media)</b></p> <ul style="list-style-type: none"> <li>• Create pictures inspired by Henri Rousseau as part of study of rainforests</li> <li>• Watercolour wash, Collage foliage, Pastel animals</li> </ul>
<b>Year B</b>	1/2	<p><b>For year:</b></p> <ul style="list-style-type: none"> <li>• How colours can be changed</li> <li>• Use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>• Manipulates materials to achieve a planned effect</li> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</li> <li>• Uses simple tools to effect changes to materials</li> <li>• Represent their own ideas, thoughts and feelings through art and design</li> <li>• Create simple representations of events, people and objects</li> </ul>	<p><b>Sketching</b> (basic skills)</p> <ul style="list-style-type: none"> <li>• Line (broken, to enclose space, straight, curved)</li> <li>• Tone (vary pressure for line and shading)</li> <li>• Shading</li> <li>• Texture (shading)</li> <li>• Purpose and use of sketchbooks</li> </ul> <p><b>Depict weather in different media</b></p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• IT (RNA)</li> <li>• Pastel, chalk, charcoal</li> <li>• Revise painting technique for powder paint</li> </ul> <p><b>Mosaic tiles (Devises Museum outreach)</b></p> <ul style="list-style-type: none"> <li>• Explore Roman mosaics</li> <li>• Design a tile (picture or pattern)</li> </ul>	<p><b>Sketching</b></p> <ul style="list-style-type: none"> <li>• Explore line (Sketch Anglo Saxon artefacts)</li> <li>• Using sketching to design (jewellery making designs)</li> </ul> <p><b>3D model/sculpture - Anglo Saxon brooches</b></p> <ul style="list-style-type: none"> <li>• Look at examples</li> <li>• Design in sketchbook</li> <li>• Make with cardboard adding textures/colour appropriate to time</li> <li>• sketches in book first</li> </ul>	<p><b>Illuminated letters</b></p> <ul style="list-style-type: none"> <li>• Pencil and pencil crayon</li> </ul> <p><b>Portraits/still life</b></p> <ul style="list-style-type: none"> <li>• Explore Tudor portraits and purpose behind them</li> <li>• Self-portraits (inspired by above), planned in pencil, photos and IT to create the figure, mixed media to create the objects/ background</li> <li>• Frames to display portraits (Tudor inspired)</li> </ul>

		<p><b>Term 1/2 (cross-curricular)</b> Self-portraits, Autumnal scenes, Leaf printing/rubbings, Junk modelling, Collage (fruit and vegetables), Chalk (fireworks), Poppies in different media, salt dough (fruit and vegetables for Harvest) Christmas crafts</p> <p><b>Term 3/4 (cross-curricular):</b> Ice Art, Painting (winter scenes and polar animals), Instant snow, Snowflakes, Snow globes, Modroc penguins, Create resources for role play area (igloo eg fish)</p> <p><b>Term 5/6 (cross-curricular):</b> Japanese folded paper fans, Weaving, Rangoli patterns from India, Clay pots, Indian Henna patterns, Australian indigenous art (Aboriginal dot painting), African Masks</p>	<ul style="list-style-type: none"> <li>• Make with mosaic</li> </ul>		
3/4			<p><b>Collage picture inspired by collage in Wabi-Sabi book</b></p> <ul style="list-style-type: none"> <li>• How were pictures in the book created?</li> <li>• Sketch a plan of collage</li> <li>• Create a variety of textured papers to use in collage (rubbings, RNA)</li> <li>• Select materials (fabric, yarn, papers, natural materials)</li> <li>• Create picture</li> </ul> <p><b>Explore Japanese Art through <i>The Wave</i> (by Hokusai)</b></p> <ul style="list-style-type: none"> <li>• Discuss line, form, colour, media and emotional impact</li> </ul> <p><b>Explore concept of Wabi-Sabi (imperfection, impermanence, mindfulness, ordinariness) through Art</b></p> <ul style="list-style-type: none"> <li>• Make sand gardens, change position of stones and rake sand</li> <li>• Clay pots for tea, heavy, natural, plain, focussing on shape and form</li> </ul> <p><b>Explore line</b></p> <ul style="list-style-type: none"> <li>• Copy Japanese figures in different media (pencil, charcoal, pen, pencil)</li> </ul> <p><b>Explore reflection/symmetry</b></p> <ul style="list-style-type: none"> <li>• Look at pictures in book</li> <li>• Use RNA to explore</li> </ul> <p><b>Swindon Art Gallery trip</b></p>	<p><b>Outdoor art</b> inspired by Andy Warhol (Braeside Residential)</p> <ul style="list-style-type: none"> <li>• Collage using natural resources</li> </ul>	<p><b>Chinese Foliage watercolours</b></p> <ul style="list-style-type: none"> <li>• Explore the four gentlemen/noble ones of Chinese art (plum blossom, bamboo, chrysanthemum and orchid)</li> <li>• Watercolour pictures inspired by above</li> </ul>
5/6			<p><b>Illustrators of animals</b></p> <ul style="list-style-type: none"> <li>• Explore the work of children's book illustrators (eg Judith Kerr, E H Shepherd, Eric Carle)</li> <li>• Copy/imitate leading to own illustrations of animal characters</li> </ul>	<p><b>Canopic jars (3D modelling in paper mache)</b></p> <ul style="list-style-type: none"> <li>• Look at examples</li> <li>• Design</li> <li>• Create using paper mache on bottles</li> </ul>	<p><b>Fantastic Creatures</b></p> <ul style="list-style-type: none"> <li>• Explore the minotaur and other mythical beasts from Ancient Greece</li> </ul>

			<b>Portraits</b> <ul style="list-style-type: none"> <li>• Explore portraits of people and animals</li> <li>• Explore self-portraits</li> <li>• Create in different media (including for DT moving pictures)</li> </ul>		<ul style="list-style-type: none"> <li>• Create own examples in mixed media (eg sketch, pastels)</li> </ul>
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### Community Participation

- In Term 5 or 6, all classes produce artwork to display in Seend village Flower Show (August). This is a competition.