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|  | **Autumn Area of Experience** | **Autumn Technique** | **Spring Area of Experience** | **Spring Technique** | **Summer Area of Experience** | **Summer Technique** |
| **Granelli yr1** | Colour | Painting | Form and shape | 3D work /collage | Pattern | Printing |
| **Artists** | Balloon / splatter art | | Junk modelling bottle top rainbows | | African Art animal prints | |
| **Cross Curricular** | Celebrations Local / family celebrations | | Global warriors Plastic fantastic | | Living things Animals | |
| **Skills** | a Explore making marks on a variety of papers and surfaces  b Use a variety of tools to spread paint - straws, hands, matchsticks as well as brushes  c Explore mark-making using thick brushes, foam and sponge brushes  d begin to recognise and name different colours.  e Understand that when colours are mixed, new colours are created.  f select and create different colours.  g work from direct observation and imagination. | | a Handle different materials, fabric paper card, buttons pompoms etc  b Select and sort, cut, tears stitche and discuss  c Sort according to specific qualities, e.g. warm, cold, shiny, smooth | | a produce random experimental printing with hands, feet, found materials  b Use one colour of paint or ink on a block  c Make repeating patterns, random or organised, with range of blocks | |
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| **Granelli yr2** | Line | Drawing/ mark making | Form and Shape | 3D work | Texture | textiles (silk) |
| **Artists** | Mark making Spots and stripes | | Lowry | Puppet making | silk painting / weaving | |
| **Cross Curricular** | Super Heroes People who help us family | | How things work My Body | | My world The local community | |
| **Sklls** | a Enjoy making marks, signs and symbols on a variety of types of paper  b Is spontaneously expressive, using marks, lines and curves  c Use line to represent objects seen, remembered or imagined | | a Handle, feel and manipulate rigid and malleable materials e.g. clay, papier  mache, salt dough, playdoh and sand.  b Pull apart and reconstructs basic shapes  c Become aware of form, feel, texture, pattern and weight  d Impress and apply simple decoration  e start to Use tools such as scissors, staplers, clay tools, split pins and shape cutters | | a Enjoy playing  with, handling and manipulating  a variety of textiles and fabric.  b Pull apart cloths and threads  c Decorate a piece of fabric using different  implements, e.g. fabric pens, paints, sticks on buttons etc.  d Have a go at threading a needle.  e Show experience in simple stitch work.  f Show experience in simple weaving: paper, twigs.  g Show experience in fabric collage: layering fabric | |
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| **Hovis yr1** | Form and shape | 3d work / collage | Texture | 3d work collage/ textiles | Tone | Drawing |
| **Artists** | Harvest Giuseppe Arcimboldo | | Robert Rauschenberg recycling cardboard / Frank Bowling | | Andy Goldsworthy / Van Gough sunflowers | |
| **Cross Curricular** | National Celebrations | | Global warriors Paper and clothing recycling | | Living things Plants | |
| **Skills** | a use a combination of materials that have been cut, torn and glued;  b sort and arrange materials;  c add texture by mixing materials; | | a show pattern by weaving;  b use a dyeing technique to alter a textile’s colour and pattern;  c decorate textiles with glue or stitching, to add colour and detail; | | a draw lines of varying thickness;  b use dots and lines to demonstrate pattern and texture;  c use different materials to draw, e.g. Pastels, chalk, felt tips; crayons | |
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| **Hovis yr2** | Pattern | Printing | Form space and shape | 3D work /collage  Sculpture | Colour | Painting |
| **Artists** | Paul Klee cityscapes Block printing | | architecture |  | Landscapes of David Hockney | |
| **Cross Curricular** | Super Stars Hero’s around us | | How Things Work Lifestyles | | Our World England | |
| **Skills** | a. copy an original print;  b use a variety of materials, e.g. sponges, fruit, blocks;  c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; | | a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  b use a variety of techniques, e.g. rolling, cutting, pinching;  c use a variety of shapes, including lines and texture; | | a begin to name the primary and secondary colours;  b experiment with different brushes and other painting tools;  c mix primary colours to make secondary colours;  d add white and black to alter tints and shades; | |
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| **Mulberry yr1** | Tone | Charcoal/Pencils  Drawing | Form and Shape | 3d work  Junk sculpture | Pattern | Printing |
| **Artists** |  | |  | | Tropical Jungle and Tiger in a Tropical Storm / Surprised! By Henri Rousseau/ | |
| **Cross Curricular** | Celebrations International celebrations | | Global Warriors recycling Metal | | Living Things Habitats | |
| **Skills** | a experiment with showing line, tone and texture with different hardness of pencils;  b use shading to show light and shadow effects;  c use different materials to draw, e.g. pastels, chalk, felt tips;  d show an awareness of space when drawing; | | a cut, make and combine shapes to create recognisable forms;  b use clay and other malleable materials and practise joining techniques;  c add materials to the sculpture to create detail; | | a use more than one colour to layer in a print;  b replicate patterns from observations;  c make printing blocks;  d make repeated patterns with precision; | |
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| **Mulberry yr2** | Line | Drawing | Painting | Painting /watercolour | Texture | Textiles |
| **Artists** | Picasso portraits | | Turner (£20) sunsets and storms | | tartan / wool | |
| **Cross Curricular** | Super Stars Amazing human body / people | | How Things Work Money | | Our World Great Britain | |
| **Skills** | a experiment with showing line, tone and texture with different hardness of pencils;  b use shading to show light and shadow effects;  c use different materials to draw, e.g. pastels, chalk, felt tips;  d show an awareness of space when drawing; | | a use varied brush techniques to create shapes, textures, patterns and lines;  b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;  c create different textures and effects with paint; | | a select appropriate materials, giving reasons;  b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;  c develop skills in stitching, cutting and joining; | |
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| **KS3 yr1** | Pattern | Chalk / rice /printing | colour | Painting | Line | drawing / mark making |
| **Artists** | Indian / Islamic Art | | Christopher Ofili /African Art | | street art: Keith Haring / Graffiti art Banksy | |
| **Cross Curricular** | Celebrations Religious festivals  Diwali Rangoli patterns  Islamic Art | | Global Warriors Recycling/ sustainable living | | Living things Life cycles | |
| **Skills** | a design and create printing blocks/tiles;  b develop technique in mono, block and relief printing;  c create and arrange accurate patterns | | a create a colour palette, demonstrating mixing techniques;  b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; | | a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;b depict movement and perspective in drawings;c use a variety of tools and select the most appropriate; | |
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| **KS3 yr2** | colour | painting | Form and shape | 3d work /models  filming / stop motion | Texture | Embroidery  textiles |
| Digital Media |
| **Artists** | Roy Lichtenstien Andy Warhol | | Nick Park | | The Bayeux tapestry |  |
| **Cross Curricular** | superstars People who influence us | | How things work technology | | Our world Europe | |
| **Skills** | a create a colour palette, demonstrating mixing techniques;  b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; | | a Create images, video & sound recordings  b Enhance digital media by editing, use of animation  and installations | | a experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  b add decoration to create effect; | |
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| **KS3 yr3** | tone | Drawing | Form and shape | 3d work /sculpture | Texture | Collage |
| colour | collage/ modelling/painting | Pattern / colour |  |
| **Artists** | Day of the Dead art Frida Kahlo | | olafur eliasson | | Tracy Emin | Andy Warhol |
| **Cross Curricular** | Celebrations: births, deaths ,marriages | | Global warriors: Climate Change | | Living things: Life stages - teenagers | |
| **Skills** | a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;  b depict movement and perspective in drawings;  c use a variety of tools and select the most appropriate;  a create a colour palette, demonstrating mixing techniques;  b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; | | a plan and design a sculpture;b use tools and materials to carve, add shape, add texture and pattern;  c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;  d use materials other than clay to create a 3D sculpture; | | a add collage to a painted or printed background;  b create and arrange accurate patterns;  c use a range of mixed media;  d plan and design a collage;  e identify primary colours  f identify secondary colours  g mix colours to create new colours | |
| **KS3 1B** | Form and shape | 3D work |  | |  | |
| Line and tone | Drawing from imagination |
| **Artists** | Louise Bourgeois Salvador Dali | |  | |  | |
| **Cross curricular** | Superheroes ( superpowers / supernatural ) | |  | |  | |
| **Skills** | a I can describe the work of notable artists and designers  b I can use a variety of materials for sculpting  c show some detail in my drawing (L4)  d identify the value of colour by finding lighter and darker (L5)  e add white and black to alter tints and shades(L6)  f use materials other than clay to create a 3D sculpture; | |  | |  | |
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