



Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
Reception	<p>Unit: Circles and Triangles Artist(s): Kandinsky</p> <p>Piet Mondrian – shapes with 4 sides</p> <p>YR Objectives Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore use and refine a variety of artistic effects to express ideas and feelings • Return to and build on their previous learning refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills <p>Physical Development Fine Motor ELG:</p> <ul style="list-style-type: none"> • Use a range of small tools including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing <p>Understanding the World The Natural World ELG:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants <p>Expressive Arts and Design Creating with materials ELG:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 		<p>Unit: Handa’s surprise art Artist(s): Alma Thomas</p> <p>YR Objectives Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore use and refine a variety of artistic effects to express ideas and feelings • Return to and build on their previous learning refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills <p>Physical Development Fine Motor ELG:</p> <ul style="list-style-type: none"> • Use a range of small tools including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing <p>Understanding the World The Natural World ELG:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants <p>Expressive Arts and Design Creating with materials ELG:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 		<p>Unit: Sunflowers Artist(s): Van Gough</p> <p>YR Objectives Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore use and refine a variety of artistic effects to express ideas and feelings • Return to and build on their previous learning refining ideas and developing their ability to represent them • Create collaboratively sharing ideas, resources and skills <p>Physical Development Fine Motor ELG:</p> <ul style="list-style-type: none"> • Use a range of small tools including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing <p>Understanding the World The Natural World ELG:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants <p>Expressive Arts and Design Creating with materials ELG:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	

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1	<p>Unit: Colour Mixing Artist(s): Jasper Johns</p> <p>Painting Skills:</p> <ul style="list-style-type: none"> • Develop experience of primary and secondary colours. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Paint without a fixed image of what you are painting in mind. • Work back through your painting with paint, pen or colouring pencil to develop the imaginative imagery. <p>Print making Skills:</p> <ul style="list-style-type: none"> • Use hand and feet to make simple prints using primary colours. • Explore how we ink up plates and transfer the image in relief printing. • Explore concepts like 'repeat' 'pattern' 'sequencing'. 	<p>Identity Care</p> <p>Tolerance respect</p>	<p>Unit: Collage Artist(s): Samantha Stevenson, Marco Balich Louise Bourgeois</p> <p>Collage Skills:</p> <ul style="list-style-type: none"> • Collage with printed papers exploring colour, shape and composition. • Use observational drawing cutting the separate drawings out to create a new artwork, thinking carefully about the composition. • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3D forms. 		<p>Unit: Spirals Access Art Pathway Artist(s): Molly Haslund</p> <p>Drawing Skills:</p> <ul style="list-style-type: none"> • Explore lines made by a drawing tool made by moving fingers, wrists, elbows, shoulder and body. • Use colour intuitively to develop spiral drawings. • Draw from paused film observing detail using pencil, graphite, handwriting pen. • Draw from first hand observation details using a variety of mediums. • Explore mark making through scumbling. 	

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2	<p>Explore and Draw (Pathway Access Art) Andy Goldsworth Alice Fox Rosie James?</p> <p>Drawing</p> <ul style="list-style-type: none"> • Use drawing exercises to focus on exploration of observational drawing combined with experimental mark making using graphite, soft pencil and handwriting pen. • Work with care and focus, creating drawings that are unrushed. • Explore quality of line, texture and shape. • Make drawings inspired by sound. • Make close observational drawings of small objects drawn to scale. • Develop mark making to include scumbling and back and forth strokes. 		<p>Expressive Painting (Pathway Access Art) Romare Bearden</p> <p>Painting</p> <ul style="list-style-type: none"> • Explore colour and colour mixing through gestural mark making and tertiary colours. • Create an arrangement of objects or elements and use as a focus for abstract still life painting. • Print Making • Monoprint using carbon copy paper or oil pastel print, exploring the qualities of line. 		<p>Seaside and Sand Sculpture Nicole White</p> <p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of two or more objects to make a sculpture. • Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. • Construct with a variety of materials to make an architectural building, considering shape, form, colour and perspective • Transform found objects into sculpture using imagination and construction techniques including cutting, tying and sticking. 	
3	<p>Gestural drawing with charcoal (Access Art pathway) Laura McKendry, Edgar Degas</p> <p>Drawing</p> <ul style="list-style-type: none"> • Make marks and explore qualities of mark available with charcoal using hands as tools. • Make charcoal which explore Chiaroscuro. • Develop mark making by deconstructing the work of artists. 		<p>Set design- Hansel and Gretel (Royal Opera and Ballet) Ruth Paton</p> <p>Collage</p> <ul style="list-style-type: none"> • Cut shapes from paper (free hand) and use as elements with which to collage. • Explore positive and negative shapes, line colour and composition. 		<p>Using natural materials to make images (Access Art Pathway) Frances Hatch, Anna Atkins Local Artist: Laura Crossman</p> <p>Painting</p> <ul style="list-style-type: none"> • Experiment with pigments created from local environment. • Develop colour making and colour theory through monochromatic schemes. • Develop colour mixing skills to create tertiary colours consistently. 	

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	<ul style="list-style-type: none"> Use imaginative and observational drawings to make drawings of people and animals. Develop mark making skills through scumbling, back and forth strokes and stippling. 				<ul style="list-style-type: none"> Explore painting over different (natural) surfaces. <p>Sculpture</p> <ul style="list-style-type: none"> Use Modroc or air-dried clay to create a sculpture. Consider form, texture and structure. 	
4	<p>Storytelling through drawing- Access Art Pathway</p> <p>Drawing</p> <ul style="list-style-type: none"> Explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light and shadow. (build on Science from year 3) Use colour, line and shape to create pattern working with tessellations, repeat patterns or folding patterns. Use a variety of drawing media (wax resist/ graphite) to create observational and experimental drawings. Feel able to take creative risks in pursuit of creating drawings with energy and feeling. Practise drawing skills using scumbling, back and forth strokes, stippling and hatching. 		<p>John Constable Mixed Media Land and Cityscapes (Year 5 Access Art Pathway)</p> <p>Painting</p> <ul style="list-style-type: none"> Explore colour theory through complementary and split complementary schemes. Consider lighting, surface foreground and background. Use close observation and try different hues and tones to capture 3D form in 2D. Explore painting on different (man-made) surfaces. 		<p>The Art of Display Access Art Pathway</p> <p>Sculpture</p> <ul style="list-style-type: none"> Explore how we can re-see the objects around us and represent them as sculptures. Construct sculptural self-portraits on a plinth using a variety of materials. Develop our construction, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct. Eg Bow saws, palm drills. Take creative risks by experimenting to see what happens. 	
5	<p>Printmaking Picaso filter</p> <ul style="list-style-type: none"> (Lithography - See Access Art) Use monoprinting over collaged and painted sheets. Consider the use of layers to develop meaning. Combine mono type with painting or collage to respond to a piece of poetry or prose. 		<p>Typography and Maps- (Access Art) Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p> <p>Local Artist: A House for Essex- Grayson Perry local artist (visit in the Summer-go by train?)</p> <p>Local Artist: Isaac John – surveyor and topographical artist Woodbridge</p> <p>Drawing</p> <ul style="list-style-type: none"> Create fonts inspired by objects/elements around you (typography) 		<ul style="list-style-type: none"> Sculpture Construct with a variety of media using tools.(eg wire cutters) <p>Architecture Pathway: Dream Big or Small Sculpture 3D</p> <ul style="list-style-type: none"> Make an armature to support the sculpture. Bring your personality and character into the piece by letting your nature inform the choice of materials and shapes you use. Use colour in a brave and bold way reflecting on how this might make the viewer feel. 	

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			<ul style="list-style-type: none"> Use close observational drawing with pen, to inspire and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark-making more visually powerful. Explore how 2D can become 3D through manipulation of paper. Explore line weight, rhythm, grip, mark making and shape. Explore mark making through scumbling, back and forth strokes, stippling, hatching and cross hatching. 			
6	<p>2D drawing to 3D making (Access Art Pathway) Lubaina Himid Clare Harrup</p> <p>Drawing</p> <ul style="list-style-type: none"> Explore using negative and positive space to 'see' and draw a simple element/object. Use the grid system to scale up the image and transforming the image onto card. Develop mark-making by using scumbling, back and forth strokes, stippling, hatching, cross hatching and finger blending. 		<p>Portraits (supported by Access Art) Njideka Akunyili Mike Barrett</p> <p>Painting</p> <ul style="list-style-type: none"> Develop colour theory by using contrasting colours and the notion of a colour family Experiment how colours work together including triadic schemes. Explore how we can use layers, both physical or digital to build portraits of ourselves which explore aspects of our Make decisions about which materials are best to use, which kinds of marks and which materials will help you explore. background, experience, culture and personality. <p>Collage</p> <ul style="list-style-type: none"> Use collage to add tonal marks to the 'flat image'. 		<p>Sculpture/ 3D</p> <ul style="list-style-type: none"> Use a variety of materials including light and sound. Think about structure and space, how the viewer would enter and how they see, feel and hear. Use a variety of materials to construct a scaled piece. Think about scale, foreground, background lighting, texture, space, structure and intention. Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation 	