

	Autumn		Spring		Summer	
Nursery	To explore mark making using paint and other materials.	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 detail -	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures - collage, joining with masking tape, sellotape, glue, staples, treasury tags, split pins	Printing - how to print, what can be used in printing, different types of printing.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc
	To explore using varying colours - link to Autumn Art	Choose a colour for a particular purpose.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (ongoing)	Mothers day cards, spring/easter art.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (ongoing)	Fathers day cards.
	To know the names of primary colours	Continue to explore mark making - Link Celebrations and Christmas				
	To stack objects.	To build and stack objects.				
Artists Studied	Yayoi Kusama				Vincent Van Gogh - Sunflowers	
Key Questions	<ul style="list-style-type: none">• What's going on in this artwork?• How would you describe the colours?• How would you describe the texture?• Close your eyes – what can you remember about the artwork?• If you could hear this artwork, what would it sound like?• What stories does this artwork make you think of?• Can you recreate this artwork with your body?• If this artwork was a person would you like to be their friend?					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	.Creating with Materials: Construct, model, paint, mark-make with a variety of materials Discussion and interactions through role-play, play and small world Being Imaginative and Expressive: Singing songs and rhymes Adding actions to songs and rhymes Beginning to invent and share stories with adults and peers Inventing games and beginning to recreate learning in play.		Creating with Materials: Construct, model, paint, mark-make with a variety of materials Discussion and interactions through role-play, play and small World Participate in plan, do, review and improve creations. Produce a drawing 'plan' of what will be made when creating. Being Imaginative and Expressive: Singing songs and rhymes and using actions Inventing stories, dialogues and interactions Recreating learning in play.		Creating with Materials: Share creations and explain own thinking and the process of making. Use feedback from plan, do, review sessions to make improvements to creations. Use multiple tools and techniques to create Experiment with colour, materials, textures Select and use resources and materials available in the classroom to role-pay Being Imaginative and Expressive: Singing songs and rhymes Creating and performing songs, stories, poems, rhymes with other children independently and with confidence Listen to the beat of song Move in time to music Recreating and acting out learning in play.	
Practical knowledge						
Artists Studied	Jackson Pollock				Henri Mattise	
Key Questions	<ul style="list-style-type: none">• What's going on in this artwork?• How would you describe the colours?• How would you describe the texture?• Close your eyes – what can you remember about the artwork?• If you could hear this artwork, what would it sound like?• What stories does this artwork make you think of?• Can you recreate this artwork with your body?• If this artwork was a person would you like to be their friend?					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Art: Exploring colour DT: Making catherine wheels/firework pictures using slider mechanism Primary and secondary colours Colour mixing/collage to create firework inspired art Paint pumpkins		Art: Sculpture		Art: Flora and Fauna	DT - Making a summer smoothie Use fruit to print
Practical knowledge	<u>Paint</u> Explore what happens when colours are mixed. Choose particular colours for purpose. Know which colours are primary and which are secondary, begin to experiment with mixing. Create colour wheels. <u>Printing</u> Use repeating or overlapping shapes. <u>Textiles</u> To match and sort fabrics and threads for colour, texture, length, size and shape. To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting . <u>Sculpture</u> Create junk models based on learning. Intentionally represent or symbolise an object or an emotion in either 2D or 3D work. Use a combination of materials that are cut, torn and glued. .		<u>Sculpture</u> Intentionally represent or symbolise an object or an emotion in either 2D or 3D work. Use a combination of materials that are cut, torn and glued. .		<u>Drawing</u> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show different tones by using coloured pencils. Be able to describe how texture is created in drawing. Show pattern and texture by adding dots and lines. <u>Textiles and collage</u> To match and sort fabrics and threads for colour, texture, length, size and shape. To change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting . To cut and shape fabric using scissors To apply decoration using beads, buttons, feathers etc.	DT Cut, peel or grate ingredients safely and hygienically. Measure and weigh using measuring cups or electronic scales. Assemble or cook ingredients. <u>Printing</u> Use repeating or overlapping shapes. Use natural objects to print (e.g. bark rubbing, leaf prints) Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.
Artists Studied	Yayoi Kasuma Piet Mondrian Wassily Kandinsky		Antony Gormley		Eric Carle Joseph Redoute Jan Van Kessel	
Key Questions	What was your first reaction to this artwork? • What do the colours remind you of? • What else has a similar texture? • Close your eyes – what can you remember, what did you forget? • Is art real? • Which adjectives would describe this art? • Can art tell a story? • How does this artwork make you feel?					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	DT School Dinner: Art – to create a simple snack pouch	Art- Maps	DT – Make a bridge	ART & DT – Safari vehicles & African masks	ART Famous female artists.	ART Coastal artist.
Practical knowledge	<u>Textiles</u> To be able to use large eyed needles – running stitches. To start to explore other simple stitches	<u>Drawing</u> Understand when to use different line sizes and thickness to create different effects. Begin using pressure to shade (light and shadow). <u>Collage</u> To create collage and scrap book pages in their sketch book. To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc <u>Sculpture</u> To begin to fold and cut paper.		<u>Sculpture</u> Create a clay relief <u>Collage</u> To create collage and scrap book pages in their sketch book. To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc	<u>Drawing</u> Understand when to use different line sizes and thickness to create different effects. Begin using pressure to shade (light and shadow). Use begin to use a range of pencils Begin to annotate drawings to describe. Begin to use and blend oil pastels. <u>Collage</u> To create collage and scrap book pages in their sketch book. To create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc. <u>Printing</u> Print a repeating pattern Create a Styrofoam tile print Use printing rollers <u>Sculpture</u> To create a sculpture using natural materials	<u>Painting</u> Mix primary colours to make secondary colours. Add white and black to colours to make tones and tints <u>Drawing</u> Understand when to use different line sizes and thickness to create different effects. Begin using pressure to shade (light and shadow). Use begin to use a range of pencils Begin to annotate drawings to describe. Begin to use and blend oil pastels. <u>Textiles</u> To create fabrics by weaving materials
Artists Studied		Leonardo da Vinci- sketching maps & creating maps of the local area. Claire Brewster- paper art with maps			Orla Kiely –printing. Louise Bourgeois – 3D insect sculpture. Alma Thomas – pattern	JW Turner- painting Mariko Kusumto- textiles Carolyn Saxby – textiles
Key Questions	Why did you have the reaction you first had to this artwork, and has it changed the more you look at the artwork? Which area/part of the artwork is the most important? Why? How would you describe this artwork to someone who has never seen it? What elements of the artwork seem real? Imaginary? Dreamlike? Which adjectives would you not use to describe this? Which song would you play with this artwork? How do you think this artwork was made? What story is this art telling/recreating? How do you think the artist was feeling while creating this? What title should this artwork have?					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	ART: Can we paint on walls?	Art and DT: How can we make a volcano erupt? <i>(Mechanical and Sculpture)</i>	ART: How can we explore Antarctica through art?	DT: Who wore Egyptian collars and how can we recreate them? <i>(Textiles)</i>	DT: Where in the world? <i>(Food)</i>	Art: Roman Mosaics
Practical knowledge	<u>Drawing</u> Use oil pastels and charcoal Annotate sketches to explain and elaborate ideas. Use different hardness of pencils to show line, tone and texture. <u>Painting</u> Use watercolour paint to produce washes for backgrounds and then add detail. Mix colours to make tertiary colours and create a colour wheel and use nature to replicate these colours <u>Printing</u> Make precise repeating patterns. Create a two layered two coloured print using Styrofoam tiles and another object. Use rollers and printing inks	<u>Sculpture</u> To plan, design and make models from observation or imagination. To shape, form, model and construct using both malleable and rigid materials. <u>Painting</u> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines	<u>Drawing</u> Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show texture Annotate sketches to explain and elaborate ideas. Use different hardness of pencils to show line, tone and texture. To create scrapbook pages in sketchbook	<u>Textiles and Collage</u> To be able to use smaller eyed needles and finer threads. To use collage as a means of collecting ideas and information and building a visual vocabulary. To create collage and scrapbook pages in their sketch book. To use a wider variety of stitches. To make observations and comment on the design of textural art. To compare different fabrics.		<u>Textiles and Collage</u> To make observations and comment on the design of textural art. To use collage as a means of collecting ideas and information and building a visual vocabulary. To create collage and scrapbook pages in their sketch book. <u>Painting</u> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <u>Sculpture</u> To plan, design and make models from observation or imagination. To shape, form, model and construct using both malleable and rigid materials
Artists Studied	Prehistoric cave paintings and artwork Lascaux, Cave of Hands, Magura Cave Picasso	Nick Rowland	Chris Drury David McEown Polly Townsend			Peter Mason Saimir Strati Pietro Cavallini
Key Questions	What do you think this piece of art is about? • If you could interview the artist, what would you ask? • Does the title fit the piece of art? What do you like/not like about the artist's style? • What would you do with this piece of art if you owned it? • If you could change one thing about this piece, what would it be?					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Art: What can I learn from Viking art?	DT: How should your puppets tell their story?	Art: How can I display my castle?	DT: What display will your class share?	Art: What can we learn from botanical art?	DT: What is your favourite world dish?
Practical knowledge	<p><u>Drawing</u></p> <p>Begin to use lines to create movement</p> <p>Begin to understand how to show extra detail using shading (e.g. direction of sunlight).</p> <p>In detail, annotate and evaluate own work, suggesting improvements.</p> <p>Decide which technique would be most effective when sketching.</p> <p>Use a range of drawing materials</p> <p><u>Printing</u></p> <p>Begin to create increasingly accurate patterns with more detail and precision.</p> <p>Show an understanding of how to use a variety of techniques to create prints.</p>		<p><u>Painting</u></p> <p>Experiment with creating mood with colour.</p> <p>Painting using watercolours</p> <p>Building on previous understanding by applying paint to show opaque and transparent colours and a stain.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p><u>Drawing</u></p> <p>Begin to understand how to show extra detail using shading (e.g. direction of sunlight).</p> <p><u>Sculpture</u></p> <p>To join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>To plan and develop ideas, using different joining techniques and methods of construction</p> <p>To create surface patterns and textures in a malleable material.</p>		<p><u>Sculpture</u></p> <p>To create surface patterns and textures in a malleable material.</p> <p><u>Painting</u></p> <p>Experiment with creating mood with colour.</p> <p>Painting using watercolours</p> <p>Building on previous understanding by applying paint to show opaque and transparent colours and a stain.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	
Artists Studied			John Piper		Marrianne North Georgia O'Keeffe Orla Kiely(recap)	
Key Questions	<p>What is the subject /theme of the piece?</p> <ul style="list-style-type: none"> • How would you describe the artist's work/this piece? • Do you have to be able to draw well to be a good artist? <p>What do you like/not like about the artist's style?</p> <p>Why?</p> <ul style="list-style-type: none"> • In your opinion, what makes some art/pieces/artists better than others? • Is very old art still worth looking at today? Why? 					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	ART: How do observational drawings improve our view of the world?		ART: How can I show strong emotions with colour, style and layout? Shackleton's journey/ arctic landscapes.	DT: Can we create our own Torah covers?	ART: How can we bring Greek Myths to life?	DT:How can nature inspire us? (local artists, kielder forest/lake)
Practical knowledge	<p>Draw</p> <p>Sketch (lightly) to combine line and colour.</p> <p>Continue to use lines to represent movement.</p> <p>Use a variety of techniques and materials to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>		<p>paint</p> <p>Create a colour palette based upon colours observed in the natural or built world and use these in art work.</p> <p>Use the qualities of watercolour to create visually interesting pieces.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists. Use Colour to convey mood/meaning, feeling and emotions</p> <p>Application of paint Using watercolours to build detail. Overlaying colour</p> <p>Draw</p> <p>Use a variety of techniques and materials to add interesting effects (e.g. reflections, shadows, direction of sunlight)</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>textiles</p> <p>To use fabrics to create 3D structures.</p> <p>To use different grades of threads and needles.</p> <p>To experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>Draw</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Sketch (lightly) to combine line and colour.</p>	<p>printing</p> <p>Create and combine shapes to create forms</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p> <p>Draw</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Sketch (lightly) to combine line and colour</p>	<p>Sculpture</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use wire to created 3D sculptures.;</p> <p>Draw</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Sketch (lightly) to combine line and colour</p>
Artists Studied	Charles Dawin: draw like a naturalist		<p>George Marston: watercolours from the journey itself.</p> <p>James R Eads: use of contrasting colours and movement</p> <p>Henri Rousseau</p>		Ollie Patricio - print work, particularly capturing movement with fine marks.	Various artist from kielder have created sculptures that we will take inspiration from.
Key Questions	<p>What impact do you think _____ art would have had on _____ people?</p> <ul style="list-style-type: none"> • What do you think the artist is trying to show you? • How does the piece make you feel? • Does the picture direct the viewer's eye to the main subject? How? • Which of the artist's pieces do you like/dislike the most? Why? 					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	ART: Observational drawing/clay sculpture of a human heart ART: Hapa Zomo Prayer flags (additional unit)	DT: Mechanisms - Design a lighthouse	DT Making African Instruments	Art: Pitmen Painters	ART: Lino Printing	DT: Who does that belong to? Making a waterproof container Art: The origins of origami (additional unit)
Practical knowledge	<u>Draw</u> Increase proficiency in drawing and in handling different materials. Use a range of drawing techniques to record observations and to generate ideas. <u>Sculpture</u> To become proficient in sculpting techniques. Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture;			<u>Paint</u> Exploring use of acrylics paints Combine colours, tones and tints to enhance the mood of a piece. Analyse and evaluate work to strengthen the visual impact. <u>Collage</u> To experiment with batik techniques. To experiment with a range of media to overlap and layer creating interesting colours and textures and effects. To create collage and scrap book pages in their sketch book. To add collage to a painted, printed or drawn background. To use a range of media to create collages.	<u>Print</u> Adapt known works of art using print, layering and pattern. Create lino prints.	<u>Textiles</u> To use fabrics to create 3D structures. To use different grades of threads and needles. <u>Sculpture</u> To create origami.
Artists Studied	Leondardo Da Vinci Ron Nagle			The Pitmen Painters	Claude Flight	Akira Yoshizawa
Key Questions	What responsibility did _____ artists have to _____ people? • What do you think the artist is trying to say with this piece? • Do you agree with the artist's choice of colours/medium? Why? • What elements of the artist's work did you incorporate in your final piece? • Why might an artist make an ugly or unpleasant piece of art?					