

EYFS	Artists and media	Skills	Resources
Nursery	<p>Markmake Draw Paint Print Sculpt Modelmake Collage</p> <p>Range of artists as appropriate to short term planning – ensure diversity of artists studied.</p>	<p>Markmake with full range of media available – use hands, fingers, feet etc on a range of scales</p> <p>Primal paintings – markmake and printmake with natural objects, squash plants/fruit to make colours</p> <p>Use large and small scale movements to apply colour</p> <p>Make shapes, circles, spirals in range of media</p> <p>Create collages, models, puppets in range of collage media</p> <p>Printmake with variety of natural and manmade objects, rollers</p> <p>Make models from junk, found objects</p> <p>Make wax resist paintings</p> <p>Use felt tips, glue correctly replacing lids</p> <p>Use paint and brushes correctly</p> <p>Comment on their own work and talk about the work of others.</p>	<p>Natural objects - plants, leaves, flowers, veg, fruit</p> <p>Malleable materials</p> <p>Papers and junk</p> <p>Joining materials</p> <p>Cutting tools</p> <p>Coloured pens, pencils, paints, dabbers</p> <p>Rollers, sponges, brushes of all sizes</p> <p>Dough, clay, range of malleable materials</p> <p>Collage materials – fabrics, sequins, beads, straw, feathers, ribbon etc</p> <p>Crayons, wax candles, coloured pencils</p> <p>Sand, flour, glitters</p>
Reception Term 1	<p>Drawing</p> <p>3D - Clay</p>	<p>Markmaking with range of media in freeflow – inside and out</p> <p>Introduce a wider range of art materials and use in a supervised way.</p> <p>Use a range of malleable materials</p> <p>Thumb pots</p>	<p>Chalks, crayons, pencils, pens, large brushes and water, Coloured pencils, charcoal, pastels, oil pastel</p> <p>Dough, Clay</p>

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<p>Term 2</p>	<p>Artist - Mark Rothko, Jackson Pollock</p> <p>Painting</p>	<p>Experiment with colour mixing Use brushes correctly Wash brushes when changing colours Mix colours on paper and then in mixing trays Comment on paintings, give likes and dislikes</p>	<p>Primary colours poster paints Range of brushes (short handled hog) Water mixing trays Pallettes Sugar paper, cartridge</p>
<p>Term 3</p>	<p>Artist – Paul Klee</p> <p>Painting</p> <p>Printmaking</p> <p>Collage</p>	<p>Add paint to drawings (spring flowers) Use watercolours (block paints)</p> <p>Transfer prints (butterflies etc) Print with foam rollers, pre-made printing blocks Paper collages</p>	<p>Block paints, pencils Cartridge paper Foam rollers, objects</p>

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Year 1	Artists and media	Knowledge	Skills	Outcomes	Resources
Term 1	<p>Painting</p> <p>Mondrian</p> <p>Kandinsky</p>	<p>Know how to recognise some simple characteristics of different kinds of art, craft and design.</p> <p>Understand and name primary and secondary colours.</p> <p>Understand and use vocabulary of colour, tone</p> <p>Explore focus artists and their influences</p>	<p>Use poster paints and mixing pallettes effectively</p> <p>Mix primary colours together to make secondary colours.</p> <p>Add white to lighten colours</p> <p>Independently mix colours.</p> <p>Respond to artists' work verbally.</p>	<p>Mondrian style primary colour paintings</p> <p>Colour wheel</p> <p>Graded tonal paintings</p> <p>Kandinsky-inspired paintings</p> <p>Comment on artists and what influenced their work.</p>	<p>Primary colours</p> <p>poster paints</p> <p>Hog brushes and water pots</p> <p>Mixing pallettes</p>
Term 2	<p>Drawing</p> <p>Oliver Jeffers</p> <p>Link to Jeffers books in English</p>	<p>Understand and use vocabulary of line, form, shape</p> <p>Find out about the life of an artist and features of their work.</p> <p>Review what they have done and say what they think and</p>	<p>Create line drawings effectively.</p> <p>Draw with full range of media including pens.</p> <p>Begin to show form by adding shadows to drawings.</p>	<p>Still life of model animals.</p> <p>Jeffers style animals in range of drawing media</p> <p>Draw Jeffers style penguins.</p> <p>Oliver Jeffers style picture books.</p>	<p>Drawing pencils, pens, coloured pencils</p> <p>Oliver Jeffers website</p>

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		feel about it. Give verbal feedback.			
Term 3	<p>Collage 3D clay LINK to rockpool visits on beach.</p> <p>Matisse and Yayoi Kusama</p>	<p>Understand and use vocabulary of form, shape and texture.</p> <p>Explore the life and works of Henri Matisse as a multi-disciplinary artist - sculptures, collage snail and other collage work.</p> <p>Explore the life and works of Yayoi Kusama, her conceptual dot patterns and floral work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures and state differences and similarities.</p>	<p>Draw in preparation to sculpt in sketchbook.</p> <p>Use technique of collage- Collect, sort, and match material appropriate for a collage. Arrange , glue, fold, crumple, tear and overlap papers. Create images from a variety of media</p> <p>Use clay effectively to make sea creature sculptures based on Matisse’s work, rolling, pressing, shaping etc.</p> <p>Use chinks to make larger scale dot work.</p>	<p>Drawings of sea creatures.</p> <p>Collage of a sea creature.</p> <p>Clay model of sea creature.</p> <p>Large scale dot art around school – in classroom, on the playground.</p> <p>Simple comparison sheet of both artists.</p>	<p>Papers and drawing pencils</p> <p>Beach objects</p> <p>Poster paint</p> <p>Crayons for rubbings.</p> <p>Range of papers and collage materials</p> <p>Beach visit</p> <p>Clay and tools</p> <p>Tate website – Matisse</p> <p>Tate website – Yayoi Kusama</p> <p>Chalks</p>
Digital	<p>Everyone can create – photos</p> <p>Everyday objects</p> <p>Link to beach</p>		<p>Take photos in a variety of lighting conditions</p> <p>Straighten, rotate and crop photos</p> <p>Adjust focus and exposure before you take a photo</p>	<p>Create a personalised picture</p>	

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Year 2	Artist and media	Knowledge	Skills	Outcomes	Resources
Term 1	Drawing Maurice Sendak – Where the Wild things are 3D Barbara Hepworth Modelling blocks Clay	Use vocabulary of elements - texture, form, shape, line, tone, space, surface Record and explore ideas from first hand observations of artists' work (Hepworth) Find out about the life and work of Barbara Hepworth, identify features of her work.	Use full range of media for drawing, understanding that some are permanent and some temporary. Improve observational line drawings by adding surface texture. Create human forms using a range of construction items. Use clay to mould and sculpt organic human-like forms, adding surface texture where necessary.	Markmaking in range of media Observational drawings of music instruments. Copy work by Maurice Sendak showing surface texture. Models of human form using construction materials Clay models of human form – based on Barbara Hepworth.	Pen, pencils, ink, charcoal etc Construction objects Clay and tools
Term 2	Painting Rousseau Craft – Textiles	Record and explore ideas from first hand observations of artists' work (Rousseau)	Observational drawings of leaves/foilage, beginning to blend coloured pencils.	Comment on Rousseau's 'Surprise! Tiger in a tropical storm' Leaf paintings – each leaf a different shade of green	Drawing materials, coloured pencils Poster paints Large paper

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		Understand how surfaces of fabric can be decorated using stitching	Paint - mix a range of shades of a secondary colour. Draw an image before painting. Apply running stitch to binca	Paintings of a pet in the tropical forest. Binca bookmark decorated with running stitch.	Binca, silks, plastic needles
Term 3	Printing 3D and Collage Andy Goldsworthy Beach schools link	To know different forms of creative works are made by artists, craftspeople and designers from all cultures and times. Explore how art can be made with a range of natural objects and can be permanent or temporary. Evaluate work by identifying what they think, feel, like and dislike and theirs or others' work. Comment on how Goldsworthy has influenced their own work.	Use Polyprint to make a printing block, apply paint with roller and make prints. Identify common themes and features of artists' work. Collect objects of sculpture. Create group sculptures.	Using last term's drawings create prints of foliage. Comment on the work of Goldsworthy. Create natural sculptures in class and on the beach. Compare Goldsworthy with Hepworth.	Polyprint, rollers, paint/ink Beach trip to collect natural objects to use for sculptures, and another to create art.
Digital	Portraits Scenery		Backlight a subject for a silhouette Apply filters to enhance mood	Create portraits Scenery photos	Beach visit

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			<p>Use markup tools to retouch photos</p> <p>Use leading lines and rules of thirds. Apply filters to establish mood.</p> <p>Take panoramic photos</p>		
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Year 3	Artists and media	Knowledge	Skills	Outcomes	Resources
Term 1	<p>Drawing</p> <p>Watercolours – Georgia O’Keefe</p> <p>Joseph Banks’s painters on the Endeavour</p>	<p>Use a sketchbook (Arts Log) for different purposes, including recording observations, planning work and developing ideas.</p> <p>Find out about Georgia O’Keefe (link back to Yayoi Kusama Y1) and her work.</p> <p>Take time to reflect upon what they like and dislike about their work in order to improve it.</p>	<p>Experiment with ways in which shading and surface detail can be added to drawings, using different grades of pencil and other implements to create successfully draw 3D shapes.</p> <p>Paint with watercolours using correct tools e.g. thin brush on small pictures, thicker brush for less detailed work and washes.</p> <p>Mix colours independently, using tints and shades.</p>	<p>Experiment with shading, hatch, cross-hatching with range of drawing media.</p> <p>Successfully draw 3D shapes.</p> <p>Explore watercolour techniques</p> <p>Watercolours of flowers</p>	<p>Drawing pencils, pens etc</p> <p>Watercolour tins, watercolour paper</p> <p>Fine watercolour brushes</p>

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Term 2	<p>Crafts – 3D clay Bell Beaker folk</p> <p>Crafts – textiles – Bronze age weaving.</p>	<p>Understand art and crafts from a range of cultures and periods of time, and their significance: bell beaker folk and bronze age wool weavers.</p>	<p>Roll clay to make a coil pot Use tools and water to add surface texture and patterns.</p> <p>Evaluate textiles exploring their construction (warp and weft) Select wool and weaving materials. Thread needle and weave onto card loom.</p>	<p>Bell Beaker style coil pots with patterns</p> <p>Produce a piece of woven fabric influenced by bronze age craftspeople.</p>	<p>Clay</p> <p>Wools Card looms Plastic needles</p>
Term 3	<p>Printmaking and Collage Pop art – Andy Warhol, and other pop artists.</p>	<p>Understand pop art movement and its cultural significance. Create work influenced by principles of pop art and state what those influences are. Use sketchbooks to experiment with techniques (collage, printing).</p>	<p>Use ipads to alter images in pop art style. Explore collage techniques and create own pop art collage. Observational drawings/paintings of fruit using skills established in Term 1. Create polyprint monoprint blocks with fruit design, use rollers and printing equipment to create repeated images. Design and create a ‘modern pop’ art printing block and create repeating prints.</p>	<p>Andy Warhol style digital images. Pop art collage</p> <p>Fruit drawings, watercolour</p> <p>Warhol style printing of fruit</p> <p>Modern Pop art own design printing</p>	<p>Collage materials</p> <p>Fruit, watercolours</p> <p>Printmaking equipment, polyprint</p>

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Year 4	Artist and media	Knowledge	Skills	Outcomes	Resources
Term 1	<p>Drawing – Leonardo Da Vinci</p> <p>Painting – Frida Kahlo</p>	<p>Explore the drawings of Leonardo Da Vinci and how he discovered proportion</p> <p>Explore work and life of Frida Kahlo, her materials and colour and meanings in her work.</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Adapt and evaluate their work according to their views and describe how they might develop it further</p> <p>Evidence the above processes through annotations in sketchbooks</p>	<p>Drawings using full range of materials. Use line, shading, tone, texture, form, shape to create accurate still life.</p> <p>Begin to discuss proportion when drawing still life (prior knowledge from computing in Y3).</p> <p>Pencil draw self portraits recapping Y3 facial proportions.</p> <p>Use oil pastels/pastels successfully to create a self portrait. Explore foreground/background.</p> <p>Draw/paint self portraits in the style of Frida Kahlo including person items in the background.</p>	<p>Drawings of shells</p> <p>Comment on the work of Frida Kahlo – likes, dislikes, influences, cultural relevance.</p> <p>Oil pastel/pastel colour drawing self portraits</p> <p>Self portrait paintings – personalised and individual</p>	<p>Drawing materials, cartridge.</p> <p>Oil pastels, pastels</p> <p>Poster paints</p>

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<p>Term 2</p>	<p>Drawing, textiles, 3D, digital animation</p> <p>Jon Burgerman, Manga artist Osamu Tezuka, Disney's Floyd Norman, Charlie Mackesy</p>	<p>Research and compare the work and cultural significance of artists of similar genre (manga/disney)</p> <p>Explore a range of animators and comic artists and their cultural influences, methods, techniques and artwork.</p> <p>Begin to use their sketchbook independently to record their own ideas, comments and experiments</p>	<p>Draw 'doodle' with pen and ink.</p> <p>Design a Jon B style character personal to themselves.</p> <p>Create stop-motion animation of their JB character using Motionbook app.</p> <p>Make a paper pattern for their fabric design.</p> <p>Use textiles (felt, sewing equipment) to create toy version of their JB character.</p>	<p>Written research and comparisons of comic artists.</p> <p>Jon B drawings and designs</p> <p>Motionbook animation</p> <p>Felt 3D toy character</p> <p>Evaluations of their work</p>	<p>Ipads for research</p> <p>Motionbook app</p> <p>Felt, sewing needles, threads, buttons etc</p>
<p>Term 3</p>	<p>Painting – Colour theory</p> <p>Poster paints, thickened</p> <p>Monet and Seurat</p>	<p>Explore and compare the words of the impressionists, mainly Monet and Seurat and their differing styles. Explain how their work has influenced children's own work.</p> <p>Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an</p>	<p>Recap colour wheels from KS1. Understand tertiary colours. Create a colour wheel with extra layer for tertiary colours.</p> <p>Understand complimentary colours and show how Monet used these in his work.</p> <p>Create different effects and textures with paint according to what they need</p>	<p>Colour wheel featuring tertiary colours.</p> <p>Written notes about complementary colours.</p> <p>Pastel copies of Monet's artworks</p> <p>Experiments in sketchbooks showing children mixing colours on palettes and on paper.</p>	<p>Pastels, Poster paints, PVA</p> <p>Pallettes, quality brushes</p>

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		<p>outcome (for instance, sketchbooks should show several different versions of an idea and how research has led to changes and improvements in their proposed outcome)</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p>	<p>for the task, including impressionism and mixing colours on the paper in the style of Monet, and using pointillism in the style of Georges Seurat.</p> <p>Experiment with different effects and textures including thickened paint creating textural effects in the style of Monet.</p>	<p>Painted Monet style image.</p>	
Digital	<p>Still life</p> <p>Architectural design</p>	<ul style="list-style-type: none"> • 	<p>Still life composition</p> <p>Use light and shadow to highlight objects and create moods. Apply rule of thirds. Animate drawing in keynote.</p> <p>Architectural design</p> <p>Use vanishing point to create depth and show perspective Draw in one-point perspective from multiple</p>		ipads

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			points of view. Sketch a simple plan		
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Year 5	Artist and media	Knowledge	Skills	Outcomes	Resources
Term 1	Drawing, painting, digital Hokusai and Van Gogh	Understand composition, scale, foreground, middleground, background and proportion in a painting. Explore the life of Van Gogh and his influences including how Van Gogh was influenced by 18 th c	Confidently use sketchbooks to record observations, develop ideas, test materials and techniques, plan and evaluate. Begin to explore how artists create movement in their work. Create digital images showing movement and interest.	Digital images at beach Sketches at the beach Hokusai style watercolour paintings of local beach.	Ipad Drawing equipment Watercolours

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		Japanese printmakers such as Hokusai.	<p>Sketch a landscape outdoors showing movement.</p> <p>Use Hokusai's compositional ideas to create stylised image of the sea/waves.</p> <p>Looking at Van Gogh's brush strokes, use palette knife to create surface texture in acrylic paint</p>	Experiment with acrylics, palette knives to create impression of movement of moving waters.	Acrylic, palette knives, ceramic tiles
Term 2	Painting – Van Gogh acrylics	<p>Revisit colour theory and explore Van Gogh's use of complimentary colours in his paintings.</p> <p>Focus on Van Gogh's portraits – starting points, mood, feelings. His use of brush strokes to show movement and create effects.</p>	<p>Sketch up self portrait using ipads and tracing to help.</p> <p>Use colour to show mood, atmosphere and light in self portrait.</p> <p>Use acrylics confidently with brushes and palette knives, mixing colours independently.</p> <p>Evaluate and compare work to that of Van Gogh</p>	<p>Exploration of Van Goghs brush strokes and colour layering.</p> <p>Drawings of self portraits</p> <p>Van Gogh style large portrait paintings – completed over several sessions.</p>	Acrylic, palette knives, ceramic tiles, brushes of different types
Term 3	<p>Drawing – perspective</p> <p>Architecture – Poets View, Whitby</p> <p>Zaha Hadid, Sir Norman Foster, Gaudi</p>	<p>Understand perspective and identify vanishing point in artwork, photos and outdoors.</p> <p>Understand the role of an architect as a designer of buildings. Research and</p>	<p>Draw buildings using perspective.</p> <p>Draw image using a grid to ensure correct proportions.</p> <p>Evaluate architecture, compare architects and given preferences and influences.</p>	<p>Drawing from photos with grids, showing vanishing point.</p> <p>Drawings of buildings in locality using perspective.</p>	Rulers, drawing materials, rubber etc

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	3D Clay modelling	present information about an architect chosen from the list.	Design a local building influenced by favourite architect. Use slabbing, slip and scoring to join to make clay 3D building.	Pic collage study of favourite architect. 3D clay building.	Walk around locality Clay and tools
Digital	Logos Infographics		Use shapes to convey a message Choose colours to show emotion Add style through hand lettering and embellishments. Design a layout to convey information Organise data to tell a story Create visuals to simplify and represent data		

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Year 6	Artist and media	Knowledge	Skills	Outcomes	Resources
Term1	Drawing Painting Picasso, cubism	Describe, interpret and explain the work, ideas and working practices of Picasso and the Cubists, taking account of the influence of the different historical, cultural and social contexts in which they worked. Independently develop ideas which show curiosity, imagination and originality. Understand the idea of Cubism and its significance.	Independently use sketchbook to develop and try ideas, experiment, write notes and store ideas and images. Use paints or pastels skilfully to show mood through colour and style in artworks. Develop a still life image into a Cubist style drawing.	Sketchbook work on Picasso's life, colour moods, notes on other Cubists etc. Paintings and drawings of people showing emotion through colour and style. Oil pastel Cubist still lives (instruments)	Oil pastels, coloured pencils, pastels
Term 2	3D and printmaking Clay masks African pattern reduction prints. African Art	Explore the art of Africa and West African traditions in particular. Understand ways in which Picasso, the Cubists and	Draw a range of African masks in detail. Look at surface design and pattern, selecting some to copy	Notes on African masks and wood carvings. Designs for masks Clay mask	Clay and tools Polyprint, rollers, trays, inks etc

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		<p>Fauves were influenced by the art of other cultures.</p>	<p>Design a mask using detailed annotated plans.</p> <p>Use range of clay techniques such as rolling, slip-joining and using tools to create surface texture, to create African inspired mask.</p> <p>Evaluate work in detail.</p> <p>Create a detailed, larger polyprint printing block inspired by African patterns.</p> <p>Use polyprint and printing equipment confidently to make a two-tone reduction print.</p>	<p>Polyprint reduction print – African inspired</p>	
Term 3	<p>Graffiti art</p> <p>Collage, mixed media</p> <p>Printing</p> <p>Picasso, Banksy, Shamzia Hassani</p>	<p>Understand how art can often be a means to make a political statement of opinion about world events. Understand why Picasso made Gernika and what effect it had, why Banksy makes his work and why Shamzia Hassani creates what she does.</p> <p>Explore why someone would risk their liberty of even life to create their art.</p> <p>Understand art within cultural context and its power to change the world.</p>	<p>Explore techniques used to make Gernika – collage and mixed media.</p> <p>Investigate Banksy's techniques and his use of stencilling to make quick artwork.</p> <p>Understand Hassani's work and symbolism within it.</p> <p>Develop own opinions about world events and choose one to use to plan a piece of art, choosing images, collage</p>	<p>Experiments with mixed media collage effects</p> <p>Explore stencilling techniques – large scale on playground with chalks.</p> <p>Create meaningful graffiti on photos of local landmarks.</p> <p>Plan for mixed media piece.</p>	<p>Videos – Banksy's London Underground train, Shamzia Hassani's website</p> <p>Sketchbooks, newspaper, magazines, glue and scissors, full range of paints and pastels, pens etc</p>

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		Comparisons between the graffiti artists we have studied.	equipment and media to create a unique piece. Create a mixed media image that makes a statement about issues personal to the artist.	Mixed media piece sharing a political opinion.	
Digital	Book design		Illustrate a scene from a story. Use storyboarding to plan and illustrate a story.	Publish a book	