


Art LTP and Progression of objectives

EYFS:

<p>Expressive Arts and Design (NC-Art)</p> 	<p>Expressive Arts and Design (links to NC Art): General learning throughout the year</p> <ul style="list-style-type: none"> • Child-led activities e.g. making kites • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area-enables children to self-select resources that they need / want to test out including masking tape and glue to join 					
<p>Reception ‘sticky knowledge’</p>	<ul style="list-style-type: none"> • I know that when I mix two colours it makes a different colour. • I know how to match the colours I see to what I want to represent. • I know how to use paint tools with care and precision. • I know red and blue makes purple. • I know yellow and blue makes green. • I know red and yellow makes orange. • I know that artists create works of art. • I can talk about what I see in a picture or piece of art. • I know how to use a paint brush and pallet. • I know how to draw a simple face. • I can talk about my artwork. • I know that materials can be joined / mixed to create interesting effects. • I can draw the things I see around me, making simple representations. 					<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories</p>
<p>KEY VOCABULARY</p>	<p>Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join observe, artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>					

Year A	Autumn	Spring	Summer
Class 2 Inspiration Experimentation Expression	Printmaking (Year 1) <ul style="list-style-type: none"> • Discuss primary colours and experiment using different printing objects. Chn to discuss some different objects that could be used for printing. • To learn what a negative and positive stencil is and learn how to create and use a negative stencil to make a negative print - extended into a layered image. • Learn what a clay block is and how to make one. Chn to learn how to apply paint and print onto a surface. • Chn to learn what a collograph block is and how to make their own. • To learn how to take rubbings and how to use their block to print onto a surface. 	3D (Year 2) <ul style="list-style-type: none"> • To look at examples of Aboriginal art and discuss the symbolism. To experiment with different tools and materials. • To learn what a digeridoo is. To apply the symbols and techniques they have learnt to decorate a tube. • Explore how to adapt and modify their work. • Explore the story of King Cuthbert and respond. To learn how to roll clay and make and apply coils. • To explore other stories and respond. To learn how to roll and form clay. Extended (next lesson) into changing the form by pulling, pinching and smoothing. 	Textiles (Year 1) <ul style="list-style-type: none"> • To investigate weaving materials and processes. • To learn about different materials and investigate how we can use this to embellish strips used for weaving. • Explore the fabric resist process and how to use the tools and surfaces. Explore mark making and pattern. • To explore wrapping and knotting techniques and processes. • To find out about fabric pegging and learn how to create one.
Class 3 Inspiration Experimentation Expression	3D (Year 4) <ul style="list-style-type: none"> • To find out what a cast form is and learn how to make one. • To find out/explore different designs of shoes and learn about their purpose. • Explore embellishing materials and learn how to add these to my cast form. • To learn how to review and adapt my work. 	Printmaking (Year 3) <ul style="list-style-type: none"> • To learn how to use a roller and printing ink through mark making. • To learn and explore textured effects with a roller. • To learn what monoprinting is and how to create a slab. Explore how to print with a slab. • To explore different animal markings and respond to these through printing. 	Textiles (Year 3) <ul style="list-style-type: none"> • To explore patterns from the made and natural world. Learn how to use a view finder to select and record observations. • Explore the dip dye process and how to fold fabric to create different patterns. • To revise how to make a collograph block. • To explore using a collograph block to print onto fabric.

	<ul style="list-style-type: none"> • To learn about clay coils and experiment making a clay form with them • Learn how to collaborate with others using varied resources to make a 3D artefact. 	<ul style="list-style-type: none"> • To learn what a relief stamp is and how to experiment with impressions and overprinting. 	<ul style="list-style-type: none"> • To learn how to scan/upload and manipulate prints using technology. • Revise using a relief block to print onto fabric.
<p>Class 4</p> <p>Inspiration Experimentation Expression</p>	<p>Drawing (Year 5)</p> <ul style="list-style-type: none"> • To explore work by Hundertwasser and exploring drawing a section in a similar style (Focus on linear aspects). • To explore using materials to overlay images. • To explore natural materials and explore ideas through mark making techniques. • To select and enlarge drawings. • To learn about negative drawings and explore working in the negative with different tools. • To learn about Frank Auerbach and some of his work. 	<p>Textiles (Year 6)</p> <ul style="list-style-type: none"> • Explore the works of Norman Foster (Focus on: Strong linear structural) e.g. Sainsbury centre, Millenium bridge, Stansted airport etc. • Explore relief printed textile processes. Learn how to transfer designs into a Press Print Block. • Revisit the works of Hundertwasser and learn how to develop a linear design for a textile piece. • To explore the works of Gaudi and the batik process. • To explore the work of North American Indians and the Punchinella weaving process. • Learn how to create a multimedia piece by weaving with natural resources. 	<p>Painting (Year 5)</p> <ul style="list-style-type: none"> • To explore the work of Ofili (focus on how the work has been built in layers). • Explore using Ofili's dotted linear approach and learn how to transfer their ideas onto acetate. • To explore Fauvist paintings (Derain and Matisse) with a focus on vibrant, contrast and unrealistic colours. • To learn how to use, mix and apply contrasting and vibrant colours to their work. • To explore patterns and learn how to mix match and extend patterns. - Extend with different tools and techniques.

Year B	Autumn	Spring	Summer
Class 2 Inspiration Experimentation Expression	Painting (Year 2) <ul style="list-style-type: none"> To explore the artist Wassily Kandinsky and respond to their work through the use of lines, shapes and colours. To respond to music through line, shape and colour. To investigate and use the visual elements of line, colour and space in a painting. To investigate and make responses using the visual elements of shape and pattern. To construct a surface in the style of abstract artist Anthony Frost, discuss what they and others have done and say what they think and feel about it. To select and develop ideas from Anthony Frost images. To investigate visual elements of line and colour and space. 	Drawing (Year 2) <ul style="list-style-type: none"> To explore making a range of marks on different surfaces using different media with the focus on tone. To explore ideas and use imagination to respond to music as a stimulus for mark making. To explore tools and techniques, line and mark. To investigate and use the expressive marks on a range of different surfaces. To use technology as a tool for mark making. To work from the imagination in response to a story. To look closely, draw and talk about a group of objects and how they are arranged. To investigate and describe texture. 	Collage (Year 1) <ul style="list-style-type: none"> To explore the work of Andy Goldsworthy. To learn how to tear, overlap and stick materials. To explore and respond to the work of Richard Long. To identify what they might change in their current work. To explore and respond to the work of Patrick Heron. To learn how to identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron. To record from the imagination and explore ideas. To represent ideas and feelings. To select and sort contrasting materials. To discuss and develop work.
Class 3 Inspiration Experimentation Expression	Drawing (Year 3) <ul style="list-style-type: none"> To investigate different marks that can be made using pencils. To explore who Vincent Van Gogh was and compare own work with marks made by Vincent Van Gogh in his work. To explore shading techniques and talk about and investigate light/medium/dark tone. 	Collage (Year 4) <ul style="list-style-type: none"> To explore who Henry Matisse is and respond to his work. To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. To explore who Francis Bacon is and respond to facial images produced by the Francis Bacon. To explore using their own images as a starting point and compare ideas and 	Painting (Year 4) <ul style="list-style-type: none"> To learn how to select, construct and work on a multi-shaped and textured surface. To mix colours and select appropriate brushes for specific purposes. To experiment with the application of colours. To explore the work of Georgia O'Keefe and make practical responses.

	<ul style="list-style-type: none"> To work from the imagination and explore ideas using a story as a starting point. To learn how to evaluate their work, adapt it according to their views and identify areas for development. To select and develop part of an image. To develop work using own images as a starting point with a focus on pattern, line and shape. 	<p>approaches in their own and others' work.</p> <ul style="list-style-type: none"> To explore the purposes and intentions of the artist Andy Warhol. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	<ul style="list-style-type: none"> To compare ideas and approaches. To adapt and develop sketchbook work. To develop an understanding of and make practical responses to techniques used by J.M.W. Turner. To review, evaluate and develop ideas.
<p>Class 4</p> <p>Inspiration Experimentation Expression</p>	<p>3D (Year 5)</p> <ul style="list-style-type: none"> To explore and respond to the figurative sculptures of Alberto Giacometti. To produce sculptural forms in response to the work of Alberto Giacometti. To learn how to use Modroc (plaster bandage) as a sculptural material. To review their sculptures and say what they think and feel about them. To use tissue paper and PVA to produce a translucent 3D form. To create clay slab forms. 	<p>Printmaking (Year 6)</p> <ul style="list-style-type: none"> To select and develop ideas, from direct observation. To use natural form as a starting point. To develop unique state prints using Press Print reduction blocks and coloured tissue. To develop unique state prints using Press Print reduction blocks and coloured tissue. To compare ideas and adapt their work according to their views. To adapt work according to views and describe how they might develop further. To reflect on and record the development of ideas. To investigate the batik process. To explore the artist Chinwe Chukwuogo -Roy and use the batik process to produce an image in the style of them. 	<p>Collage (Year 6)</p> <ul style="list-style-type: none"> To explore the artist Gustav Klimt and respond to his work. To collect visual information to help develop ideas using a sketchbook. To combine visual and tactile qualities of materials and match these to the purpose of their work. To use a variety of methods and approaches to communicate ideas. To talk about own work and that of others and develop and modify ideas in the light of these discussions. To explore the artist Pablo Picasso and respond to his work. To apply their experience of materials and processes. Compare ideas and approaches in their own and others' work. To review and modify work as it progresses.