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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 surfacesb Use a variety of tools to spread paint - straws, hands, matchsticks as well as brushesc Explore mark-making using thick brushes, foam and sponge brushesd 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 etcb Select and sort, cut, tears stitche and discussc Sort according to specific qualities, e.g. warm, cold, shiny, smooth | a produce random experimental printing with hands, feet, found materialsb Use one colour of paint or ink on a blockc 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 paperb Is spontaneously expressive, using marks, lines and curvesc Use line to represent objects seen, remembered or imagined | a Handle, feel and manipulate rigid and malleable materials e.g. clay, papiermache, salt dough, playdoh and sand. b Pull apart and reconstructs basic shapesc Become aware of form, feel, texture, pattern and weightd Impress and apply simple decoration e start to Use tools such as scissors, staplers, clay tools, split pins and shape cutters | a Enjoy playingwith, handling and manipulating a variety of textiles and fabric.b Pull apart cloths and threadsc Decorate a piece of fabric using differentimplements, 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 /collageSculpture | 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/PencilsDrawing  | 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 recordingsb Enhance digital media by editing, use of animationand 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 coloursf 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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