

		KS1		LKS2		UKS2	
		DRAWING/paint		PAINT/sculpture		DRAWING/print	
CONFLICT	Big Question	What is a line & when does a line become a shape?		How does colour change the mood of a piece?		How do artists use line, shape, and color to express meaning?	
		Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:
	Impressionism & Expressionism	*Explore line, pattern / shape  *Alexander Calder  *Finger Draw shapes  *Imagine Dragon  *Jasper John	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Use lines to represent movement.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	*Paul Cezanne  *Tint/Tone/Shade  *Colour theory  *Delaunay  *Pinch pot texture study	<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shape, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail</li> <li>Experiment with creating mood with colour.</li> <li>Use colour to enhance texture on 3D shapes.</li> <li>Add materials to provide interesting detail</li> </ul>	*Mono mark making  *Applied line styles  *Kandinsky  *Press print tile - words  *Van Gogh lines & patterns	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Give details (including own sketches &amp; notes) about style of some notable artists</li> <li>Use brush techniques and the qualities of paint to create texture</li> </ul>
		PAINT/collage		COLLAGE/print		COLLAGE/paint	
PLANET EARTH	Big Question	Are paintings more exciting when they are colourful?		Can different materials enhance the art image?		Do you need to use paint for art to be a painting?	
		Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:
	mals & Environments	*Alma Thomas  *Wax resist  *Rousseau Tigers  *Painted papers  *B&W zebras	<ul style="list-style-type: none"> <li>Use thick and thin brushes</li> <li>Mix primary colours to make secondary</li> <li>Add white to colours to make tints and black to colours to make tones</li> </ul>	*Alternative materials  *Land & sea extremes  *Matisse study - negative & Positive  *Collage mosiac	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect</li> <li>Ensure work is precise</li> <li>Use coiling, overlapping, tessellation, mosaic</li> </ul>	*Animal face overprint  *Megan Coyle  *David Barns / Kurt Jackson Landscapes  *Political	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned)</li> <li>Combine visual and tactile qualities</li> <li>Use alternative mosaic materials and techniques</li> <li>Build up layers of colours</li> </ul>

	Ani		<ul style="list-style-type: none"> <li>Explore different methods and materials as ideas develop</li> </ul>	*abstract landscapes	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum</li> </ul>	statements/DADA	<ul style="list-style-type: none"> <li>Imaginatively extend ideas from starting points throughout the curriculum</li> <li>Use the qualities of materials to enhance ideas</li> </ul>
		COLLAGE/ textiles		DRAWING/textiles		PAINT/sculpture	
BRITAIN	Big Question	Does art have to be a recognised image?		Does still life always need to be realistic?		How does art "paint a thousand words?"	
		Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:
	Still life	*Colour wheel  *Multi-layer art  *Hot & cold colours  *Van Gogh Sunflowers	<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn &amp; glued</li> <li>Create colour wheels.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture</li> </ul>	*Close-up Observations  *Tint/Tone/Shade  *contour drawing  *drawing onto cloth  *chalk/charcoal use  *Cubism	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> <li>Explore ideas in a variety of ways.</li> </ul>	*Joel Penkman- Biscuits  *Wayne Thiebaud – Cake  *Cardboard cakes  *Andy Warhol-food	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line &amp; colour</li> <li>Use the qualities of watercolour and acrylic paint to create visually interesting pieces</li> <li>Combine colours, tones and tints to enhance</li> <li>Take influences &amp; ideas from other artists to create a recognisable style of art</li> <li>Combine visual and tactile qualities.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketchBook</li> </ul>
		SCULPTURE/paint		SCULPTURE/drawing		SCULPTURE/drawing	
HUMAN KIND	Big Question	Do art forms of people need to look real?		Does one particular art form have an advantage over another?		How does shape aid proportion, space & balance?	
		Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:
	Portraits & figurative art	*Picasso masks  *clay pinch pot heads  * MIRO	<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Use rolled up paper, straws, paper, card and clay as materials</li> <li>Use techniques such as rolling, cutting, moulding and carving</li> <li>Include lines and texture.</li> </ul>	*Keith Haring figures  *Proportions of a face  *Clay coil faces	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Include texture that conveys feelings, expression or movement</li> <li>Use tools to carve &amp; add shapes, texture &amp; patterns</li> <li>Use clay and other mouldable materials.</li> </ul>	*Giacometti sculpture study  *facial features & movement of hands - clay  *Degas life drawing	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li> <li>Spot the potential in unexpected results as work progresses</li> <li>Use frameworks (such as wire or moulds) to provide stability and form</li> <li>To make detailed, analytical observational drawings</li> <li>Create original pieces that show a range of influences &amp; styles</li> </ul>

		TEXTILES/drawing		TEXTILES/paint		TEXTILES/collage	
INVENTIONS	Big Question	Do traditional methods have a place in todays world?		What makes art beautiful?		Is art a means of communication?	
		Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:
	Patterns, modern & traditional	*Kente cloth patterns/weave  *Brusho dye/wax relief  *mesh weaving	<ul style="list-style-type: none"> <li>• Use plaiting</li> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use dip dye techniques</li> </ul>	*Colour & embellishing cloth  *Georgia O'keefe - flower weave study  *Recycled fashion  *William Morris	<ul style="list-style-type: none"> <li>• Create weavings.</li> <li>• Shape and stitch materials.</li> <li>• Colour fabric.</li> <li>• Replicate some of the techniques used by notable artists</li> </ul>	*construction & destruction  *Micheal Brennand-Wood  * Traditional weave techniques  *Hundertwasser / Hockney	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of joining techniques.</li> <li>• Combine previously learned techniques to create pieces</li> <li>• Combine visual &amp; tactile qualities</li> </ul>
		PRINT/collage		PRINT/collage		PRINT/drawing	
CIVILISATIONS	Big Question	How can we make patterns repeat?		Can architecture be art?		How can lines create illusions?	
		Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:	Skills/areas to explore:	Children know how to:
	Architecture	*Block printing-buildings  *Klee castles  *Observation – buildings/shapes  *Press print repeat shape	<ul style="list-style-type: none"> <li>• Press, roll, rub and stamp to make prints</li> <li>• Use repeating or overlapping shapes.</li> <li>• Use objects to create prints (e.g. fruit, blocks &amp; sponges).</li> <li>• Explore ideas and collect visual reference to aid designs</li> <li>• Mimic shapes from the environment</li> </ul>	*Line print – Buildings  *Cultural building collograph  *Gaudi study	<ul style="list-style-type: none"> <li>• Collect information, sketches and resources.</li> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise patterns using a variety of techniques</li> </ul>	*Norman Foster study mono prints - transfer & subtractive  *Lowry perspective  *Skyline silhouette	<ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in nature or built environment</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work</li> <li>• Collect information, sketches and resources &amp; present ideas imaginatively</li> </ul>