


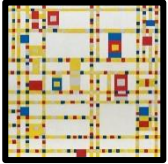




### Art and Design

Year Group	Autumn Term	Spring Term	Summer Term
EYFS Nursery Cycle A	<p><b>Painting / Drawing / Collage / Printing</b></p> <p><b>Artist Study:</b></p> <ul style="list-style-type: none"><li>Piet Mondrian (drawing &amp; transient art)</li></ul>  <ul style="list-style-type: none"><li><a href="https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian">https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian</a></li></ul> <p><b>Tasks (not exhaustive):</b></p> <ul style="list-style-type: none"><li>Learn about what it means to be an artist. Understand that it can be done as a job and why people might choose to do it.</li><li>Learn about Mondrian. Can they say what Mondrian liked to focus on when painting?</li><li>Learn about primary colours. Why are they special? Make a display of objects that are red, blue, and yellow. Encourage the children to add to it.</li><li>Look at shapes he uses. How has he made them?</li><li>Experiment making shapes with different objects - straws, lollysticks, playdough, etc.</li><li>Explore drawing straight lines with a variety of media of varied thickness.</li><li>Create art in the style of Mondrian. Make the lines in different ways - felt pen, print with straight edges (e.g. ruler), electricians tape, black lego, strips of paper. Fill in shapes with different media</li></ul>	<p><b>Painting / Drawing / Colour Mixing</b></p> <p><b>Artist Study:</b></p> <ul style="list-style-type: none"><li>Wassily Kandinsky (Painting &amp; colour mixing)</li></ul>  <ul style="list-style-type: none"><li><a href="https://www.ducksters.com/biography/artists/wassily_kandinsky.php">https://www.ducksters.com/biography/artists/wassily_kandinsky.php</a></li></ul> <p><b>Tasks (not exhaustive):</b></p> <ul style="list-style-type: none"><li>Learn about Kandinsky and compare Kandinsky to Mondrian. Focus on colours and shapes.</li><li>Create a display of circular and curved objects or items decorated with circular or curved patterns. E.g. CDs, googly eyes, an onion cut in half, bagels, dart board, etc.</li><li>Look closely at these objects and draw what they see. Review their drawing and discuss whether it is a good likeness.</li><li>Explore creating curves and circles with a range of media.</li><li>Recap primary colours and explore what happens when these colours are mixed together. Can they create some of the colours used by Kandinsky?</li><li>Use a selection of circles of different colour and size. Layer onto a paper plate to create a Kandinskyesque pattern.</li></ul>	<p><b>Painting &amp; Drawing / Printing</b></p> <p><b>Artist Study:</b></p> <ul style="list-style-type: none"><li>George Seurat (Pointillism &amp; colour mixing)</li></ul>  <ul style="list-style-type: none"><li><a href="https://www.happyfamilyart.com/art-lessons/art-history-for-kids/pointillism-georges-seurat-art-lesson/">https://www.happyfamilyart.com/art-lessons/art-history-for-kids/pointillism-georges-seurat-art-lesson/</a></li><li><a href="https://www.ducksters.com/biography/artists/georges_seurat.php">https://www.ducksters.com/biography/artists/georges_seurat.php</a></li></ul> <p><b>Tasks (not exhaustive):</b></p> <ul style="list-style-type: none"><li>Learn about Seurat. Learn that he believed art had a language and that by using colour, lines, shapes and intensity, artist can express different emotions.</li><li>Explore warm and cool colours.</li><li>Colour mixing spinner to show how you can mix colours with your eyes. Divide a card circle in to quarters. Paint/colour diagonally opposite parts red then colour the other two yellow. Put a cocktail stick in the middle and spin. Try with different colours.</li><li>Zoom in on Seurat and identify the dots that make up the painting. Can they pick out individual colours? As they zoom out explore how the image and the colours change. Eventually zoom right out and the image become clear.</li></ul>

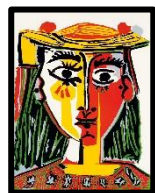
	<p>- paint (thick and thin), felt pen, chalk, oil pastels, objects like lego, jelly.</p> <ul style="list-style-type: none"> <li>• Use different tools to fill in shapes, e.g. brushes of different thickness, glue spreaders, rollers.</li> <li>• Collage Mondrian using pre-cut or their own shapes plus black strips of card. Could be transient and photographed.</li> <li>• Duplo Mondrian</li> <li>• Collaborative - Make a large scale art work based on Mondrian's Broadway Boogie Woogie</li> </ul>  <p><u>Portraits</u></p> <ul style="list-style-type: none"> <li>• Close eyes and examine own face with your hands. What can you feel? How many eyes..? What shape?</li> <li>• Look carefully in the mirror. Trace face onto mirror with wipeable pen. Look at the shapes created.</li> <li>• Recreate the shapes with pen, pencil, charcoal, finger painting</li> <li>• Move onto a portrait of whole body - use shapes to create a Mondrian inspired person.</li> <li>• Use playdough, junk modelling, lego, etc to recreate each body part emphasising that people have a body that the limbs join onto (not onto the head!)</li> </ul>	<p>Display as a collection, mounted onto squares.</p> <ul style="list-style-type: none"> <li>• Use a variety of media to create their own Kandinsky influenced art - paint, chalk, oil pastels, etc. What happens when you smudge the colours?</li> <li>• Use their favourite media to create a Kandinsky influenced Valentines card or Easter card.</li> <li>• Roll clay to create different sized circles to create a 3D class version of a Kandinsky artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Create their own pointillism designs printing with a range of tools/media - felt-tip, finger painting, cotton buds, pencil with rubber, unsharpened pencil.</li> <li>• Use spotty stickers to create a large scale class picture that will become clearer as you move further away. Display in a position with plenty of distance to get the full effect.</li> <li>• Create minibeast / seaside pictures using the pointillism technique.</li> <li>• Explore other objects and the shapes they create when used to print.</li> <li>• Print using body parts, everyday objects and a variety of art tools.</li> <li>• Given a clay tile, use the pointillism techniques to create a textured pattern or shape e.g. a heart. Feel the tile and discuss texture that has been created.</li> </ul>
<p>EYFS Nursery Cycle B</p>	<p><u>Painting / Drawing / Collage / Printing</u> <u>Artist Study:</u></p> <ul style="list-style-type: none"> <li>• Piet Mondrian (colour mixing)</li> </ul> <p>As above</p>	<p><u>Painting / Drawing / Colour Mixing</u> <u>Artist Study:</u></p> <ul style="list-style-type: none"> <li>• Wassily Kandinsky (Painting)</li> </ul> <p>As above</p>	<p><u>Painting &amp; Drawing / Printing</u> <u>Artist Study:</u></p> <ul style="list-style-type: none"> <li>• George Seurat (Pointillism)</li> </ul> <p>As above</p>

EYFS  
Reception  
Cycle A

**Painting & Drawing**

**Artist Studies:**

- *Pablo Picasso* (portraits)



**Tasks (not exhaustive):**

- Learn about Picasso and how he began painting as a child. Explain that he is quoted as saying "Every child is an artist."
- Look at self-portraits and how they changed as he aged and the different media and styles he used.
- Look in mirror at their facial features and where they appear in relation to each other.
- **Draw / paint** a simple self-portrait.
- Create a **clay** replica of their self-portrait.
- Paint faces in the style of Picasso (cubism)

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**Transient Art**

- *Georgia O'Keeffe* (Autumn Leaves, 1924)



**Tasks:**

- Look at colours used in G.O'K's work.

**Painting & Drawing**

**Artist Studies:**

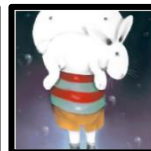
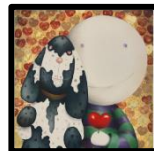
- *Mackenzie Thorpe*



**Tasks (not exhaustive):**

- Learn about Mackenzie Thorpe and that he is a local artist.
- Look at Thorpe's winter paintings. What colours can they see? How do they feel when they look at these paintings? What stands out?
- Look at cold colours. Use **colour mixing** to achieve different shades of cold colours.
- Mix cold colours using playdough then paints.
- Use different materials to create a winter **collage**. Begin with blue and add increasing amounts of white to create a background of gradually lighter blue tint. In the foreground use mixed media to create a winter scene. Incorporate a heart into the scene as a nod to Thorpe.
- Create winter pictures by blocking out shapes on white paper and filling the rest with colour. (pg 50 Early years Art)

**Spring B**



**Textures / Sculpture**

- Painting/printing using wheels / vehicles. Print on different surfaces with different textures. Imprint wheels prints and shapes of wheels on clay tiles. Display collectively or use to print on whole class art. (**textures**)
- Pg 49 - journey in a box. Fill the bottom of a box with a scene that they might see on a journey e.g. countryside, town or coastal scene.
- Display as a journey with a vehicle sitting in the box.



**Artist Studies:**




- *Louise Bourgeois* (sculpture)







**Tasks (not exhaustive):**

- Learn what sculpture is and how it can differ in shape, material, size, etc.
- Learn about Bourgeois and look at her large scale sculptures. Think about other minibeasts that could be recreated in sculpture. Make a large scale sculpture one particular minibeast as a class (papier mache?)
- Make individual minibeasts out of clay and other materials e.g. lollysticks for legs) Create a garden in which to display the minibeasts.

	<ul style="list-style-type: none"> <li>• Recreate colours and <b>print</b> leaves using corks, conkers, fir cones.</li> <li>• Recreate using a <b>transient collage</b> of actual leaves (they could take own photo using iPad).</li> <li>• Link to Leaf Man</li> </ul>	 <p><b>Observational Drawing</b></p> <p><u>Tasks:</u>          Use Ipads to photograph signs of spring around the school grounds.          Use the photos to discuss what they have seen in terms of shape, colour, different shades, and patterns.          Choose what they would like to draw then collects examples of leaves, petals, fruit, etc.          Make observational drawings of the items.</p>	
<p>EYFS Reception Cycle B</p>	<p><u>Artist Studies:</u> Picasso - Draw a person / transient art</p> <p><b>As above</b></p> <p><b>Observational Drawing</b></p> <ul style="list-style-type: none"> <li>• Observe favourite toys closely (could focus on just one part). Sketch the toy. Make choices about which media to use and how they could achieve texture if appropriate.</li> <li>• Shadow drawing - Using a lamp or torch, create a shadow of their favourite toy. Then, using charcoal, recreate the shape on paper.</li> </ul>	<p><u>Artist Studies:</u> McKenzie Thorpe Colour mixing / Observational drawing</p> <p>As Above</p>	<p><u>Printing and textures</u></p> <ul style="list-style-type: none"> <li>• Use fruit and veg to print shapes and pictures.</li> </ul> <p><u>Artist Studies:</u> Claude Monet</p>  <ul style="list-style-type: none"> <li>• Learn about Monet and how his style of painting was called impressionism and why. Explain that he is most famous for painting his own garden.</li> <li>• Look closely at the painting 'The Boardwalk at Trouville'. What can they see? How does the scene compare to our local beach?</li> </ul>

			<ul style="list-style-type: none"> <li>• Try painting in an impressionist style. If we were painting our local beach what would we need to include?</li> <li>• How could we add texture to our picture? E.g. add sand to paint.</li> </ul> 
<p>YEAR 1</p>	<p><b>Drawing / Painting</b> <b>Portraits - Tasks:</b></p> <ul style="list-style-type: none"> <li>• Look at facial features and how to draw them. Begin to think about proportion and placement.</li> <li>• Practise drawing facial features, using different media e.g. pencil, crayon, charcoal, pen. Experiment with shape and adding detail.</li> <li>• Look at their own features with a mirror. How would they describe their features, skin tone, eye colour, hair type, etc.</li> <li>• Take a photo of each other, then print out and stick in sketchbook.</li> <li>• Children trace over feature with a fine pen.</li> <li>• Draw a portrait of themselves in school uniform.</li> <li>• Look at portraits of monarchs over the years and how they are displayed in grand houses, palaces and galleries.</li> <li>• Why were portraits painted and what sort of people got them done?</li> <li>• What do they tell us about the past?</li> <li>• Are they an honest portrayal?</li> </ul>	<p><b>Printing / Drawing / collage</b> <b>Artist Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>William Morris</i></li> </ul>  <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discuss what is meant by design. Is it different to art? Does it have a different purpose or outcome?</li> <li>• Find out about Morris and his designs.</li> <li>• Discuss what his inspiration was and what he based his designs on.</li> <li>• How would the surge in popularity of wallpaper, soft furnishing have changed how people lived.</li> <li>• Maybe mention Christopher Dresser who was a contemporary of Morris and founded the Linthorpe pottery in Middlesbrough)</li> <li>• Create collages using plant leaves / petals/ etc.</li> </ul>	<p><b>Observational Drawing / Painting / Still Life</b> <b>Artist Studies:</b></p> <ul style="list-style-type: none"> <li>• <i>Rachel Ruysch / Van Gogh</i> (Observational drawing / Still life)</li> </ul> <p><a href="https://www.artsy.net/article/artsy-editorial-van-gogh-okeeffe-art-historys-famous-flowers">https://www.artsy.net/article/artsy-editorial-van-gogh-okeeffe-art-historys-famous-flowers</a></p>  <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Learn about Rachel Ruysch and discuss how there are fewer well known female artists. Why do they think this is? Relate it to the aspects of Victorian life that they have learned about.</li> <li>• Learn about Van Gogh</li> <li>• Compare style of Van Gogh and Ruysch.</li> <li>• Discuss colours used in the paintings in terms of primary and secondary, light and dark and shades.</li> </ul>

	<ul style="list-style-type: none"> <li>Victorian times just moving into photography. How did this change things? Take a photo of their peers, attempting to create an image of confidence and authority. Print in black and white / sepia.</li> <li><b>Sketch then draw a self-portrait, portraying themselves as a monarch.</b> Display in a grand paper frame like a portrait gallery.</li> </ul>  <p><b>Resources needed:</b> Portraits - Examples of royal portraits, sketchbook, good quality colouring pencils, good quality paper, paint.</p>	<ul style="list-style-type: none"> <li>Use what they have observed outside to design their own print. Skb</li> <li><b>Copy print onto clay or polystyrene tile.</b></li> <li><b>Use tile to print own wallpaper then display collectively. (Relief printing)</b></li> </ul> <p><b>Resources needed:</b> William Morris - Information about the designer, examples of his designs, clay and tools or polystyrene tiles and tools, ink rollers, paint / ink for printing, good quality paper for printing on.</p>	<ul style="list-style-type: none"> <li>In sketchbook practise adding white and/or black to primary and secondary colours to change the shade / tint.</li> <li>Look at and describe the different shapes of leaves, stems, and petals.</li> <li>Observational drawing - sketch real life, simple vases of two or three different flowers with distinct shapes and colours.</li> <li>Paint using different paints - acrylic, watercolour (paint or pencils), paint blocks.</li> </ul> <p><b>Resources needed:</b> Plants - Information about Ruysch and Van Gogh, examples of work, colour wheel/chart, flowers in containers.</p> <p>Possible local artist - Ian Parker</p>
<p>YEAR 2</p>	<p><b>Drawing / Painting</b> <b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>Georgia O'Keefe</li> </ul>  <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Learn about Artist, emphasising that women can be artists and should be given equal credit.</li> <li>Discuss her work and how they feel about it. (Remind them that they looked at some of her work in Reception).</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Pinch pots for Mother's Day</li> </ul> 	<p><b>Drawing (Observational) / Painting</b> <b>Artist Studies:</b></p> <ul style="list-style-type: none"> <li>Sydney Parkinson / William Hodges / John Webber (botanical artists)</li> </ul>  <p><a href="https://www.botanicalartandartists.com/famous-botanical-artists.html">https://www.botanicalartandartists.com/famous-botanical-artists.html</a></p> <p><b>Tasks:</b></p>

- Look at the shape of petals on different flowers. Practise drawing different shapes of petals.
- Recap Primary and secondary colour. Begin to look at different tones / shades.
- Experiment with different shades/tones of red by adding white or black or mixing with other primary colours.
- Experiment darkening colours without using black.
- Recreate painting of poppy draw outline in black felt tip then fill with watercolour/acrylic paint. Experiment with paint types to create different effects.
- Create a cascade or a field of Poppies as a whole class display.
- Using larger paper, create art using different flowers.
- Mackenzie Thorpe also created Poppy art work.

- Look at many different designs of pinch pot. Compare shape, size, and decoration. Which do they like best and why?
- Teach children how to roll, pinch and join using playdough as a prototype. Show how they can take risks now as the playdough is easily changed.
- Explore with playdough to give opportunity to try different shapes and designs. Provide a range of tools so that they can experiment with pattern and texture.
- In sketchbooks, children design own pinch pot. They may draw from different perspectives to show shape and pattern. At this point they can explore the colours they would like to use.
- Make their final pot with clay. Allow to dry. Paint. Glaze.

#### Landscape Sculpture / Collage

##### Artist Studies:

- *Andy Goldsworthy* (transient art / digital photography)



##### Tasks:

- Learn about Goldsworthy and how he is celebrated for the sculptures he creates in the landscape, using the materials he finds there.
- Look at lots of examples of his work. Discuss what material has been used and the effect it has.

- Why were they needed?
- Was their role important - Why?
- How do their drawings differ from those of other artists they have studied?
- Were they accurate? How do we know?
- How did they create the different colours needed to complete their drawings?
- Children look closely at different parts of plants using a view finder and/or magnifiers. Draw what they see in their sketch books. Try different parts.
- Experiment with shading.
- Children do their own observational drawings of plants found in our locality.

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#### Painting / Printing

##### Artist Studies:


- *Henry Tayali / Agnes Buya Yambwe* (Zambian Art)



<https://visualartscouncilzambia.wordpress.com/art-in-zambia/art-collections/visual-arts-council-collection/>

##### Tasks:

- Look at art by these two Zambian artists. What are the similarities and differences?
- Discuss the colours used. Why do you think these colours are common in African art?
- Use earthy colours to recreate the paintings of Agnes Buya Yambwe.

		<ul style="list-style-type: none"> <li>• What does transient mean? If his artwork is transient, how do we know about it, get to enjoy it?</li> <li>• What natural materials are available to us in this area?</li> <li>• Create artwork using natural materials.</li> <li>• Take photos of the art before dismantling it. Try taking photos from different angles and distances until they are happy with the photo.</li> <li>• Print out and display.</li> <li>• To tie-in with Hot and Cold places, the colour of materials available could reflect a hot or cold palette. Photos taken outside earlier in the term could show the coldness of the weather e.g. frost on windows, cobwebs frozen, etc.</li> </ul> <p>(Andy G was on Grayson Perry's Art Club, Ch4, 5/3/21. Very interesting clip if you can find)</p>	<ul style="list-style-type: none"> <li>• Use techniques like scraping and pointillism, varying the tools used to apply the paint.</li> <li>• Use larger tools to create a large scale, class piece of work.</li> </ul>
YEAR 3	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	<p style="text-align: center;"><u>The local area</u> (Drawing + painting)</p> <p><u>Artist Studies:</u></p> <ul style="list-style-type: none"> <li>• Bobzilla (street art)</li> </ul>  <ul style="list-style-type: none"> <li>• Banksy (street art).</li> </ul>	<p style="text-align: center;"><u>Prehistoric Britain</u> (Drawing, painting, printing, sculpting)</p> <p><u>Artist Studies:</u> N/A so would involve looking at actual artefacts or remains.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• <u>Recreating cave drawings. I.e. finger flutings (mark making in pieces of clay using hands) - could be displayed collectively or completed as one large piece by finger painting.</u></li> </ul>	<p style="text-align: center;"><u>Ancient Egypt</u> (Drawing + painting)</p> <p><u>Artist Studies:</u> N/A so would involve looking at actual artefacts or remains.</p> <p><u>Tasks:</u></p> <p><u>Practising Drawing techniques</u></p> <ul style="list-style-type: none"> <li>- Reviewing and teaching of skills - can use</li> <li>- Egyptian stimulus to draw from. (Portraiture - flat sideways view, scarabs, sphinx, Egyptian Gods/Goddesses)</li> </ul>





- Antony Gormley - The Angel of the North/industry.

### Tasks:

- Introduce topic with a double page: Who are the two artists? What are their works about?
- Comparing Banksy to Bobzilla: (Similarities, differences in style. What messages are they trying to express?)
- Recreate the works of both artists, experimenting with different materials - use a range of paints, sketching materials and backgrounds to create works on.
- Could they do studies of birds and shoes of their own choice? Could they collage these first to inspire their drawings/paintings?
- Could they be given a photograph of a wall as a background with a tap, a window or a crack in the wall which they could use to design a stencil like Banksy - using his style of wit?
- Try printing with a pre-prepared stencil to build up skill and understanding of how street art is created.
- Using a spray bottle filled with watered-down paint can be used to fill the stencil.



- Investigating and experimenting with positive/negative hand prints.  
Using blown paint/powder paint/charcoal to leave negative handprint.



### Artist Studies:

N/A so would involve looking at actual artefacts or remains.

- Drawing and Recreating prehistoric monuments - building Stonehenge out of clay - adding texture by imprinting surface patterns.



- Potential Egyptian artist study: Alaa Awad and gain inspiration from his murals. Create a double page on his work, recreating his work, write notes on him.
- Children could design their own eventually if time allows.
- Making papyrus paper and using paper batik.
- Paper batik pharaoh portrait painting in the style of the Egyptians (bright, colourful, 2D side view, simplistic, including hieroglyphs).



### Resources needed:

- Acrylic paints
- Powder paints
- Watercolour paints
- Brown paper
- Wax crayons

	<ul style="list-style-type: none"> <li>• Making stencils to create own works using printing with sponges.</li> <li>• Once the children have experimented with and built upon this skill, they can try this with other shaped stencils or create this on a bigger scale.</li> </ul>	<p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"> <li>• Acrylic paints</li> <li>• Card</li> <li>• Craft knives and cutting mats</li> <li>• Paintbrushes, palettes, etc.</li> <li>• Clay</li> <li>• Textured green material</li> <li>• Tools for mark making in clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Paintbrushes, palettes, etc.</li> <li>• Glue</li> <li>• Black paper</li> <li>• Charcoal/chalk</li> <li>• Graphite</li> <li>• Drawing pencils/equipment</li> </ul>
YEAR 4	<b><u>Autumn Term</u></b>	<b><u>Spring Term</u></b>	<b><u>Summer Term</u></b>
	<p style="text-align: center;"><b><u>Warm and Cool Colours</u></b> <b>(Drawing + Painting)</b></p> <p>Introduce concept of warm and cool palettes.</p> <div style="text-align: center;"> <p>Warm colors</p> <p>Cool colors</p> </div> <p><b><u>Potential artist studies/inspiration:</u></b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gough: Starry night - example of cool palette.</li> </ul> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• Katsushika Hokusai - The Great Wave off Kanagawa - cool palette.</li> </ul>	<p style="text-align: center;"><b><u>Drawing people/people in movement</u></b> <b>(Drawing)</b></p> <p><b><u>Potential artist studies/inspiration:</u></b></p> <ul style="list-style-type: none"> <li>• Leonardo Da Vinci - looking at his drawings of people and how he used mathematics and studies of the human anatomy to perfect his craft.</li> </ul> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• Eadweard Muybridge - photographic studies of motion - people and animals. Was a pioneer in early motion picture projection.</li> </ul>	<p style="text-align: center;"><b><u>Ancient Greeks</u></b> <b>(Sculpting)</b></p> <div style="text-align: center;"> </div> <p><b><u>Artist Studies:</u></b></p> <ul style="list-style-type: none"> <li>• N/A.</li> <li>• Will be based on Ancient Greek artefacts.</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Creating Greek vase using clay: Thinking about shape, style, patterns/stories depicted on the vase (Ancient Greek gods).</li> <li>• Lots of practise in sketchbooks first and opportunity for research - what was the Ancient Greeks' style of painting people?</li> </ul>



- Edvard Munch - The Scream - hot palette.



- Claude Monet - View of San Giorgio Maggiore, Venice.



**Tasks:**

- Looking at hot/cool palettes - what do they do? What do they show?
- Create double pages experimenting with creating and mixing warm and cool palettes in a range of paints (watercolours/watercolour pencils/acrylic/brusho/poster) - creating swatches, colour wheels, blending and



- Edgar Degas - Ballerinas - candid, showing movement in a variety of mediums.



- Angelina Van Den Born - athletes in art



- Paul Meijering - sportspeople



What did their vases look like? What were their purpose? (Flat, side profile, normally painted in black). Write facts, draw and copy patterns, vases and styles researched, making notes, children presenting an initial double page, moving on to practising techniques and designs more specifically and in more depth. Each could be a double page.

- Look at a variety patterns used and practise drawing them in sketchbooks.
- Do studies of stories depicted on vases, drawn in the same style as the Greeks - this could be in a range of media (charcoal, pencil, coloured pencils, oil pastels, chalks on coloured papers).
- Work on simple sculpting techniques in the weeks building up to vase making, allowing the children to document this process and design different aspects of their vase - when practising with clay, this can go on Seesaw (check skills progression and practise in smaller, manageable steps)
- Children can have opportunity to mark patterns/engravings/indentations - giving relevant to time to practise clay skills/mark marking, building up clay working skills before making final vase.
- Making of vase.
- Painting - choosing the colours to include - relevant to historical artefacts. Mixing paint with PVA glue - this could be tried in the sketchbook first.

**Resources needed:**

- Acrylic paints

practising painting skills through the use of hot and cool colours.






- Write notes about them - How do they alter the mood? Are all palettes the same? Creating hot/cool palettes of their own to experiment with using war as a stimulus - this could be the work of other artists or using wartime photographs/scenes/items as inspiration as long as the children are practising and applying painting skills and considering how the choice of palette affects mood.
- Children could experiment with the same stimuli being painted with a cool palette and then with a hot palette. Analysing the difference and which they prefer.



- Using the skills progression for guidance, children should be recapping and building upon their drawing skills.
- Shading techniques should be recapped from previous year groups, as well as their knowledge of different drawing mediums and how they can be used.
- Children should have plenty of opportunity to draw people using known/taught techniques to assist in their proportions. They could be using art mannequins, photographs, artworks and from life - even if these are very short, completing 1/2/5 minute drawings of others in pose.
- Study this from many different points of view and try to include the children's own interests: football, comic book superheroes, dancers, gymnasts etc. Aiming to look at this topic from many different views with

- Paintbrushes, palettes, etc.
- Clay
- Tools for marking clay
-

		<p>the aim to increase children's drawing ability and people drawing skills.</p> <p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"> <li>• A range of paper types</li> <li>• Chalks</li> <li>• Pastels</li> <li>• Charcoal</li> <li>• Rubbers</li> <li>• Drawing pencils</li> </ul>	
YEAR 5	<p align="center"><b><u>Autumn Term</u></b></p>	<p align="center"><b><u>Spring Term</u></b></p>	<p align="center"><b><u>Summer Term</u></b></p>
	<p align="center"><b><u>Anglo-Saxons</u></b> <b>(Sculpting)</b></p> <p><b><u>Artist Studies:</u></b></p> <ul style="list-style-type: none"> <li>• N/A - looking at artefacts for inspiration.</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Mimicking intricate patterns on Anglo-Saxon artefacts.</li> <li>• Looking at and studying patterns - what defines 'Celtic'? Do the patterns differ at all? Why? What were their purpose?</li> <li>• Rubbings from actual artefacts/replicas.</li> <li>• Engraving/marking/carving Norse patterns into clay/malleable material. Use of elaborate decoration which was used for jewellery, weaponry, and rune</li> </ul>	<p align="center"><b><u>The Americas</u></b> <b>(Painting)</b></p> <p><b><u>Artist Studies:</u></b></p> <ul style="list-style-type: none"> <li>• Jackson Pollock</li> </ul>  <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• To create individual and collective drip paintings based around feeling and mood.</li> <li>• What sort of choices of colour does Pollock use? How are his</li> </ul>	<p align="center"><b><u>Pop Art</u></b> <b>(Drawing, printing and painting)</b></p> <p><b><u>Artist Studies:</u></b></p> <ul style="list-style-type: none"> <li>• American Pop Art: Andy Warhol - leading figure of pop art (painter and pioneer of silk screening)</li> </ul>  <p>Roy Lichtenstein -</p> 

stones (artefacts telling of expeditions).

- Children can make own Anglo-Saxon Brooch.



works made? Why is he so renowned as an American artist?

- Recreate one of Pollock's works (look at colour palette specifically for the particular work, but emphasise that children cannot make an exact copy due to freedom of drips). Why will ours never be the same? Is it easy to recreate? Is it hard? Why?
- Watch video of Pollock working beforehand. Try working like Pollock (to avoid painting throughout project could be tried as a pencil drawing) stand up, put paper/book/canvas on the floor, move as he moves and listen to jazz music, how does it alter the way you work?
- Try listening to different types of music, see how it alters your artwork, compare the pieces you have made, inspired by different genres of music.
- Create a collective piece of art on a larger scale. Get a roll of brown paper/lots of larger pieces taped together. Walk in a line, parallel with the paper, making drips as you go. Again, listening to music but offering more freedom due to the scale.

- Claes Oldenburg (sculptor) who plays with scale to enhance the viewer's interaction with the work.



- Jasper Johns - well known for his depictions of the American flag and other US-related topics.






- Romero Britto - Brazilian pop art



### Tasks:

- Look at American Pop artists' works. What are they about? What is the concept of Pop art all about, where did it come from? Why is their work still so famous? What do you notice

			<p>about Warhol's use of colour? Oldenburg's choice of scale?</p> <ul style="list-style-type: none"><li>• Compare artist's concepts to Oldenburg's concepts. How are they the same/how are they different? Which do you prefer and why? Which offers a better viewing experience and why?</li><li>• Children to think about their cultural equivalent to Warhol's works. Instead of Marilyn Monroe who could we use now? Or instead of a tin of soup? Children could experiment with colour alterations either by printing photographs in grayscale and tracing over them multiple times and adding different colours each time. Or photo printed in grayscale repeatedly and painted straight over - use as an opportunity to experiment.</li><li>• This could even be addressed digitally using a photo editing service app.</li><li>• Focus on people drawing skills and shading skills using the skills progression, building upon children's shading skills as well as human portraiture.</li><li>• Can create larger final piece or display as a year group/class. See what effect this has.</li></ul>
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<p>YEAR 6</p>	<ul style="list-style-type: none"> <li>• <u>Influential women in the art world</u> (Drawing/Painting/3D Sculpture)</li> </ul> <p><u>Artist Studies:</u></p> <ul style="list-style-type: none"> <li>• Beatrix Potter</li> <li>• Yayoi Kusama</li> <li>• Bridget Riley</li> <li>• Georgia O'Keefe</li> </ul> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• Look at each female artist - find how they changed/conquered the art world and what their style is. Why they were revolutionary in their times and what makes them unique and influential? What art</li> </ul>	<p><u>Art of Mexico</u> (Painting, drawing and sculpting)</p> <p><u>Artist Studies:</u></p> <ul style="list-style-type: none"> <li>• Frida Kahlo - Arguably the most well-known Mexican artist of all time. A big figure for female artists all over the world.</li> </ul>	<p><u>The industrialisation of Middlesbrough</u> (Drawing, painting, sculpture)</p> <p><u>Artist Studies:</u></p> <ul style="list-style-type: none"> <li>• Carole Hutchings - Teesside Industry</li> </ul>  



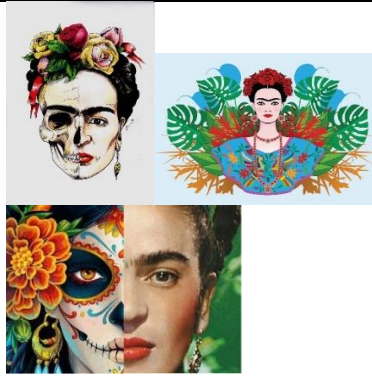
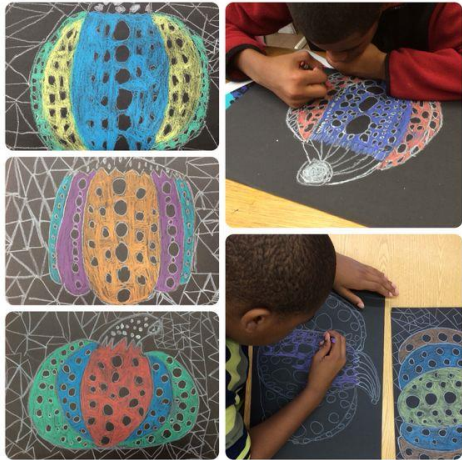
movements do their works add to?  
How did they oppose the male artists of the world?

(Could make reference to Sturtevant and her appropriation of famous works - questioning gender).

- Create pieces of work inspired by each of them (a mixture of sketchbooks and larger pieces done in a range of mediums)
- Beatrix Potter - Animals in art and literature.



- Yayoi Kusama - Dots: pumpkin patterns.



Mexican art - How does Mexican culture/religion influence paintings, sculptures, clothing etc.?



PAINTED SOMBRERO

- Jose Posada - Day of the dead cartoonist

- Philip Meadows - Art of Ayresome



- Mackenzie Thorpe - Where the heart is.



**Tasks:**

- What do you already know/recognise in these works? Which do you like the best and why? Talk about mood/colour choice/style.
- Is industry a stereotypically 'pretty' thing to portray in a painting? Why/Why not? What do you think about our local industry and the aesthetic it adds to the area?
- Look at Mackenzie Thorpe's works 'Where the heart is'. Why

- Bridget Riley - Optical illusions (Op art)



- Georgia O'Keefe - Natural forms.



- **What do you associate with Mexico?** These could be used as inspiration/stimulus to practise skills (cacti, sombreros, Roman Catholicism, Mexican suns - reference back to the Mayans)
- Look at Mexican folk art - what is its relevance? What is a recurring theme across Mexican art and culture? (Think about bright, vivid colour, what sort of palette is used? Patterns?)
- **Create some small samples of Mexican folk art for sketchbooks** - create swatches of colour, find info on what was chosen for drawings and why.
- What is Calavera? What is day of the dead? Why is this important in Mexico? What is the symbol of the day of the dead? Could collage/paint sugar skulls in books. Use **José Posada** as a

has it got this name? What would be your equivalent? Where is your home? What are the best things about it for you? Are there any bad things about living in an industrial town?

- Draw some studies of the things that make Middlesbrough a town of industry.
- Lots of studies of Middlesbrough's industrial landscapes - use an opportunity to experiment. Draw the transporter bridge, build its structure with pipe cleaners/art straws, draw and paint on book pages by famous Middlesbrough authors. Really make it a celebration of Middlesbrough!
- Make a large scale piece completed by the whole year group. This could be created like a scrapbook of Middlesbrough. Made up of drawings/paintings/mini sculptures/weavings/banners. Varied multimedia. Celebrating Middlesbrough's industry and cultural locality from the children's points of view. (It would be a lovely final art task for them to do and to display in school!)

starting point in practising and building upon people drawing skills. Focussing on scale and proportion of the human body.

- What evidence is there of art from the Mayans?
- **Sculpting - Maya Death masks.** Children could turn themselves into a mask - digitally? By photography and collage combined? By painting? Looking at intricate patterns, embellishments. What were they used for?
- Complete studies in books of Maya death masks, what did they look like? Were there different sorts of styles? What was their relevance in Mayan culture?
- Practise designing death masks prior to making them.
- Spend time practising sculpting techniques and using malleable materials before constructing final mask - this can be documented on Seesaw.
- Create own death mask using clay.



