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| **EYFS Cycle 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **All About Me**  **Joan Miro** | **Light and Dark** | **Superheroes**  **Kandinsky** | **Traditional Tales** | **Holidays** | **Growing**  **Printing** |
| **Continuous Provision** | **3-4 years**  Explore colour and colour mixing  **Reception**  Explore and use a variety of artistic effects to express their ideas and feelings  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas resources and skills | | | | | |
|  | **3-4 years**  Create closed shapes with continuous lines and begin to use these shapes to represent objects  Draw with increasing detail such as representing a face with a circle and including details  Explore colour and colour mixing  **Reception**  Explore, use, and refine a variety of artistic effects to express their ideas and feelings | **3-4 years**  Use drawing to represent ideas like movement  Draw with increasing detail such as representing a face with a circle and including details  Explore colour and colour mixing  Show different emotions in their drawings and paintings like happiness, sadness, fear etc | **3-4 years**  Create closed shapes with continuous lines and begin to use these shapes to represent objects  Explore colour and colour mixing  Show different emotions in their drawings and paintings like happiness, sadness, fear etc  **Reception**  Create collaboratively sharing ideas resources and skills  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **3-4 years**  Explore colour and colour mixing  **Reception**  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **3-4 years**  Explore colour and colour mixing  **Reception**  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **3-4 years**  Explore colour and colour mixing  **Reception**  Return to and build on their previous learning, refining ideas and developing their ability to represent them. |

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| **EYFS Cycle 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Travel and Transport**  **Joan Miro** | **Pets** | **People who help us**  **Kandinsky** | **Fantasy and adventure** | **Recycling and the environment** | **Dinosaurs**  **Printing** |
| **Continuous Provision** | **3-4 years**  Explore colour and colour mixing  **Reception**  Explore and use a variety of artistic effects to express their ideas and feelings  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | | | | | |
|  | **3-4 years**  Create closed shapes with continuous lines and begin to use these shapes to represent objects  Draw with increasing detail such as representing a face with a circle and including details  Explore colour and colour mixing  **Reception**  Explore, use, and refine a variety of artistic effects to express their ideas and feelings | **3-4 years**  Use drawing to represent ideas like movement  Draw with increasing detail such as representing a face with a circle and including details  Explore colour and colour mixing  Show different emotions in their drawings and paintings like happiness, sadness, fear etc | **3-4 years**  Create closed shapes with continuous lines and begin to use these shapes to represent objects  Explore colour and colour mixing  Show different emotions in their drawings and paintings like happiness, sadness, fear etc  **Reception**  Create collaboratively sharing ideas resources and skills  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **3-4 years**  Explore colour and colour mixing  **Reception**  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **3-4 years**  Explore colour and colour mixing  **Reception**  Return to and build on their previous learning, refining ideas and developing their ability to represent them. | **3-4 years**  Explore colour and colour mixing  **Reception**  Return to and build on their previous learning, refining ideas and developing their ability to represent them. |

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| **Year 1** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Drawing** | **Painting/Printing** | **Collage/Textiles** |
| **Focus** | Experiment with a marks made by a variety of tools and media. Explore use of line, shape and colour. | Observational painting of flowers and leaves.  Naming primary and secondary colours.  Choosing appropriate brushes. | Weaving, papers, fabrics, materials. |
| **Outcomes** | Picasso-style self-portrait using explored media. | Print of flowers/leaves. | Create a collage using textiles depicting a type of weather/season. |
| **Artist to be Studied** | **Pablo Picasso**  *portraits*  **Piet Mondrian**  *use of line, shape & colour* |  |  |
| **National Curriculum Objectives** | Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | |

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| **Year 2** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Drawing** | **Painting** | **Sculpture** |
| **Focus** | Begin to look at light, dark and shadows, focussing on shape and tone, when drawing animals. | Seasonal Colour Painting.  Mixing secondary colours and making tints and tones to create seasonal colours. | Antony Gormley  Shape focus with clay. |
| **Outcomes** | Oil pastel drawing of animals. | Paintings showing four seasons. | Sculpture inspired by Andy Goldsworthy using natural materials and painting. |
| **Artist to be Studied** | **Louis Smith**  *portraits using light & dark*  **Grant Wood**  *use of light & dark* |  | **Andy Goldsworthy**  **Richard Long** |
| **National Curriculum Objectives** | Pupils should be taught:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | |

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| **Year 3** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Drawing** | **Painting/Printing** | **Sculpture** |
| **Focus** | Exploring techniques when using pencil grades and charcoal: lines, textures, tones, shapes and pattern. | Stone and Cave art.  Earth colours/colour mixing/ block printing.  Earthy colours/brush strokes/background using a wash. | Antony Gormley  Shape focus with clay. |
| **Outcomes** | Pencil and charcoal portrait drawings. | Cave art painting. | Clay sculpture of Anthony Gormley’s Iron Men. |
| **Artist to be Studied** | **Thomas Gainsborough**  **Picasso**  (blue period)  **Ford Madox** | **Lascaux Cave Paintings** | **Anthony Gormley** |
| **National Curriculum Objectives** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | |

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| **Year 4** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Drawing** | **Painting** | **Collage/Textiles** |
| **Focus** | Drawing of still life, everyday objects, using perspective and the effect of light/shadows on a surface. | Creating a variety of colours.  Creating mood. | Seascapes  Drawing and painting developed into collage / batik / felt making. |
| **Outcomes** | Pastel still life drawing in the style of Paul Cezanne. | Abstract texture painting about global warming. | Textile art inspired by landscapes and camouflage. |
| **Artist to be Studied** | **Giorgio Morandi**  **Natura Morta**  **Paul Cezanne** | **Daniela Molnar**  **Alexandra Macupova**  **Kate Chesters** | **Eliston Button**  **Abigail Mill**  **Louise O’Hara** |
| **National Curriculum Objectives** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | |

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| **Year 5** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Drawing** | **Printing** | **Sculpture** |
| **Focus** | Designers of clothes.  Focus on techniques of light/dark, shadows, to show clothes detail. | Wallpaper-repeated patterns. | Wire tin foil model with shadow |
| **Outcomes** | To be able to draw a correctly proportioned body shape. | Repeated pattern print and digital art in the style of William Morris. | Wire tin foil model. |
| **Artist to be Studied** | **Elsa Schiaparelli**  **Vivienne Westood** |  |  |
| **National Curriculum Objectives** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | |

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| **Year 6** | **Autumn Term 1** | **Spring Term 1** | **Summer Term 1** |
| **Topic** | **Drawing** | **Painting** | **Painting** |
| **Focus** | Architects.  Line, technical drawing and perspective. | Painting inspired by Ian Fennelly.  Colour mixing, techniques. | Painting inspired by Ian Fennelly.  Colour mixing, techniques. |
| **Outcomes** | Understanding one and two point perspectives.  Line and shape. | Painting inspired by the landscape of Liverpool and the coast. | Painting inspired by the landscape of Liverpool and the coast. |
| **Artist to be Studied** | **Giles Gilbert Scott**  *Anglical Cathedral*  **Frederick Gibberd**  *Metropolitan Cathedral*  **Frieda McKitrick**  **John Piper** | **Ian Fennelly** | **Ian Fennelly** |
| **National Curriculum Objectives** | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | | |