

St. Augustine's Primary School – Whole School Art Overview

Year Group/Topic		Drawing	Painting/ printing	Collage and textiles	Sculpture	Artists, Craft-makers, Designers and Architects
		Reception key words: Pencils, crayons, paint, pastel, chalk,				
EYFS	Autumn	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose Select tools and techniques needed to shape, assemble and join materials they are using. 	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose Select tools and techniques needed to shape, assemble and join materials they are using. 	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose Select tools and techniques needed to shape, assemble and join materials they are using. 	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose Select tools and techniques needed to shape, assemble and join materials they are using. Uses various construction materials. 	Nursery – N/A Reception – Diverse Artist linking to coming to England book in Literacy. <i>Fielding Babb.</i>
	Autumn	Reception <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. 	Reception <ul style="list-style-type: none"> Explore colour and colour-mixing 	Reception <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. 	Reception <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. 	
	Spring	Nursery <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. 	Nursery <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. 	Nursery <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. 	Nursery <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	Nursery – Leonardo Da Vinci touched on when teaching the Last Supper
	Spring	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings 	Reception – Van Gogh Diverse artist - Link to Winter Wonderland topic - Learn about Dutch artist Hendrick Avercamp

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	Summer	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose. Select tools and techniques needed to shape, assemble and join materials they are using. 	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose. Select tools and techniques needed to shape, assemble and join materials they are using. 	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose Select tools and techniques needed to shape, assemble and join materials they are using. 	Nursery <ul style="list-style-type: none"> Realises tools can be used for a purpose Select tools and techniques needed to shape, assemble and join materials they are using. Uses various construction materials 	
	Summer	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Create collaboratively, sharing ideas, resources and skills. Explore a range of media and materials in creative work. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Explore a range of media and materials in creative work. Experiment with colour and colour-mixing. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Explore different materials freely, to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Explore different materials freely, to develop their ideas about how to use them and what to make. 	Reception Wassily Kandinsky Diverse artist - Katsushika Hokusai - linking to seaside topic
		<ul style="list-style-type: none"> Nursery Key vocabulary Paint, pencil, chalk, colour, glue, scissors. Phrases: How have you joined that together? 			Adaptions – not using twinkl planit. Using development matters to ensure key skills are covered.	
		<ul style="list-style-type: none"> Reception key vocabulary Paint, pencil, chalk, colour, glue, scissors, stick, brush, stroke 			Adaptions – not using twinkl planit. Using development matters to ensure key skills are covered.	
	Year 1 Autumn Portraits	YEAR 1 Key Vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, collage, squares, gaps, mosaic, features, cut, place, arrange. Bold for new words. Not bold for previous words.		Links: Builds on – Marking making and drawing in EYFS Foundation for –	Adaptations made - Diverse Artist - <u>Frida Kahlo</u>	
Year 1	Autumn Year 1 Portraits	<ul style="list-style-type: none"> draw lines of varying thickness use different materials to draw, for example 	<ul style="list-style-type: none"> experiment with different brushes (including brushstrokes) and other painting tools; 	<ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; 	N/A	<ul style="list-style-type: none"> describe the work of famous, notable artists and designers express an opinion on the work of

	<p>pastels, chalk, felt tips;</p> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 		<ul style="list-style-type: none"> sort and arrange materials; add texture by mixing materials; 		<p>famous, notable artists;</p> <ul style="list-style-type: none"> use inspiration from famous, notable artists to create their own work and compare; Pablo Picasso Paul Klee Andy Warhol
Spring					
Let's Sculpt	<p>YEAR 1 Key Vocabulary: use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric</p> <p>Bold for new words. Not bold for previous words.</p>		<p>Links: Builds on – Every day junk modelling in EYFS.</p> <p>Foundation for – Nature sculpture Year 2.</p>		<p>Adaptations made – NO</p> <p>Diverse Artist - <u>Edmonia Lewis</u></p>
Let's Sculpt	NA	NA	NA	<ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; 	<ul style="list-style-type: none"> Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison Eva Rothschild Describe the work of a range of sculptors. Note the difference between abstract and figurative sculptures.
Summer	YEAR 1 Key Vocabulary Summer		<p>Links: Builds on – Drawing/ using pencils/ chalk for drawing in EYFS.</p>		Adaptations made – NO

	Cityscapes and landscapes	use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		Foundation for – Year 2 – colour chaos Year 3 – British art	Diverse Artist - <u>Stephen Wiltshire</u>
	Summer Cityscapes and Landscapes	<ul style="list-style-type: none"> draw lines of varying thickness use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<ul style="list-style-type: none"> experiment with different brushes (including brushstrokes) and other painting tools; use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<ul style="list-style-type: none"> use a combination of materials that have been cut, torn and glued; sort and arrange materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<ul style="list-style-type: none"> Laude Monet Vincent van Gogh Jean Metzinger describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable; use inspiration from famous, notable artists to create their own work and compare;
Year 2	Autumn Nature Sculptures	<p>Year 2 - Key Vocabulary: Sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials, abstract, materials, cut, painting, drawing, metal, stone, clay, natural objects rolling, scratching, tools, smoothing, squeezing, pinching, nature sculpture, place, arrange.</p> <p>Bold for new words. Not bold for previous words.</p>		<p>Links: Builds on – Lets sculpt. Foundation for – Bodies – year 4, year 6 – birds, year 5 – Egypt</p>	<p>Adaptations made - Diverse Artist -Michelle Reader</p>

<p>Nature Sculptures</p>	<ul style="list-style-type: none"> • Draw lines of varying thickness • Use dots and lines to demonstrate pattern and texture 		<ul style="list-style-type: none"> • Sort and arrange materials • Add texture by mixing materials • Use key words 	<ul style="list-style-type: none"> • Use a variety of natural, recycled, and manufactured materials for sculpting • Use a variety of techniques – pinching, rolling and cutting. • Use a variety of shapes including lines and texture • Use key words 	<ul style="list-style-type: none"> • Patrick Dougherty • Martin Hill • Andy Goldsworthy
<p>Spring</p>	<p>Key Vocabulary: Textiles, fabric, weaving, woven, placemat, loom, over, under, decoration, dye, wax, resist, crayons, ink, apply, set. Bold for new words. Not bold for previous words.</p>		<p>Links: Builds on – threading in EYFS Foundation for – year 6 – South America.</p>	<p>Adaptations made – No Diverse Artist - Gunta St "olzli</p>	
<p>Fabricate</p>	<ul style="list-style-type: none"> • Draw lines of varying thickness • Use different materials to draw e.g. pastels, chalk and felt tips. 	<p>NA</p>	<ul style="list-style-type: none"> • Show pattern by weaving • Use a dyeing technique to alter colour and pattern • Decorate textiles with glue or stitching • Use key words 	<p>NA</p>	<p>NA</p>
<p>Summer</p>	<p>Key Vocabulary: Primary colours, Secondary colours, Neutral colours, Tints, Shades, Warm colours, Cool colours, Watercolour wash, Dab, Bold brushstroke and Acrylic paint. Collage, squares, mosaic, features, cut, place, arrange. Bold for new words. Not bold for previous words.</p>		<p>Links: Builds on – Joan Miro and city scapes/land scapes Foundation for – Year 3 British art, year 4 fruit and vegetables, year 6 – north and south America. Year 5 – Egypt</p>	<p>Adaptations made - Diverse Artist - <u>Yayoi Kusama</u></p>	

	Colour Chaos		<ul style="list-style-type: none"> • Name primary and secondary colours. • Mix primary colours to make secondary colours. • Add white and black to alter and tint shades. • Use key vocabulary 	<ul style="list-style-type: none"> • Use a combination of materials that have been glued, cut and torn. • Sort and arrange materials • Use key vocabulary 		<ul style="list-style-type: none"> • Piet Mondrian • Mark Rothko • Paul Klee • Jackson Pollock • Robert Delaunay
Year 3 Autumn 1		Key Vocabulary: Portrait, light, dark, tone, shadow, line, pattern, texture, form, outline.	Links: Builds on – year 1 – Portraits Year 1 – Landscapes and Cityscapes Year 2 – Nature sculptures Foundation for – Year 3 – British Art and insects Year 4 – fruit and veg European artists Year 5 Seasides Plants and flowers Egypt Year 6 Birds South America North America	<i>Adaptations made –</i> <i>Diverse Artist - <u>Alma Thomas</u></i>		

Year 3	Autumn 1 – AUTUMN	<ul style="list-style-type: none"> • Use different materials to draw • Show an awareness of space when drawing 		<ul style="list-style-type: none"> • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; 		<ul style="list-style-type: none"> • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect • Matisse and Cezanne
	Spring British Art	<p>Key Vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Links: Builds on – Year 2 Colour Chaos, Year 1 cityscapes and landscapes, nursery/reception – using brushes and mixing colours.</p> <p>Foundation for – Year 3 – insects, year 4 – fruit and veg, European artists, summer bodies, North America, south America, birds.</p>	<p>Adaptations made - Diverse Artist - Sir Frank Bowling</p>		

<p>Spring British Art</p>	<ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline 	<ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 		<ul style="list-style-type: none"> • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	
<p>Summer</p>	<p>Year 3 Summer Insects key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. middle ground, background, abstract, emotion, warm, blend, mix colour, foreground, line, tone, fresco, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p>	<p>Links: Builds on – Year 1 – Joan Miro, Landscapes and cityscapes, year 2 – fabricate and colour chaos Foundation for – Year 4 – fruit and veg, European artists, Year 5 – Egypt, seaside Year 6 – North America Year 6 South America</p>	<p><i>Adaptations made - Diverse artist - Maria Sibylla Merian</i></p>		

	<p>Summer Insects</p>	<ul style="list-style-type: none"> • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>Na</p>	<ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices • learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; • use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	
<p>Year 4</p>	<p>Autumn Year 4</p>	<p>Key vocab: line, pattern, texture, form, record, detail, question, observe, refine colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration, rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Links: Builds on – Year 1 Joan Miro, Year 1 landscapes and cityscape, Year 2 fabricate, Year 2 colour chaos, year 3 – insects, British art, autumn</p> <p>Foundation for –European artists and bodies. Year 5 – Egypt Plants and flowers Seaside</p>	<p><i>Adaptations made - Diverse Artist - <u>Sonia Boyce</u></i></p>		

				Year 6 – North America South America Birds		
Fruits and Vegetables	<ul style="list-style-type: none"> • use sketchbooks to record ideas • experiment with showing line, tone and texture with different hardness of pencils • use different materials to draw, e.g. pastels, chalk, felt tips; 	<ul style="list-style-type: none"> • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; 	<ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; 	<ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms • use clay and other malleable materials and practise joining techniques; 	<ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • Compare two artists' paintings of fruit and vegetables. • Name one of Michael Brennand-Wood's artworks. • Describe facts about Michael Brennand-Wood's life and work. • Name a 'fruit and vegetable' sculptor. • Name some of Caravaggio's artwork. • Describe facts about Caravaggio's life and work. 	

<p>Year 4 Spring</p>	<p>Key Vocab portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Links: Builds on – Year 4 – fruit and vegetables Year 3 – insects, British art, autumn Year 2 – colour chaos, fabricate, nature sculptures Year 1 – cityscapes and landscapes, Joan Miro Lets sculpt</p> <p>Foundation for – Year 4 bodies. Year 5 – Egypt Plants and flowers Seaside</p> <p>Year 6 – North America South America Birds</p>		<p>Adaptations made - Diverse Artist - <u>Clarice Cliff</u></p>		
<p>Spring European artists</p>	<ul style="list-style-type: none"> • experiment with showing line, tone and texture with different hardness of pencils; • use shading to show light and shadow effects; • show an awareness of space when drawing; 	<ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; 		<ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: 	<ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect • Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel. 	
<p>Summer Bodies</p>	<p>Key Vocab: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>	<p>Links: Builds on – Year 4 – European artists and fruit and vegetables</p>		<p>Adaptations made –</p>		

				<p>Year 3 – insects, British art, autumn Year 2 – colour chaos, nature sculptures and fabricate Year 1 – Joan Miro and city/landscapes</p> <p>Foundation for – Year 5 – Egypt Plants and flowers Seaside</p> <p>Year 6 – North America South America Birds</p>		<p><i>Diverse Artist - Dame Jocelyn Barbara Hepworth DBE</i></p>
	Summer Bodies	<ul style="list-style-type: none"> use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline 	<ul style="list-style-type: none"> use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail 	NA	NA	<ul style="list-style-type: none"> reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; Julian Opie, Alberto Giacometti and Henry Moore
Year 5	<p>Year 5 autumn 1 Key Vocabulary:</p> <ul style="list-style-type: none"> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. form, structure, texture, shape, mark, soft, join, tram, cast. 			<p>Links: Builds on – Year 1 – Lets sculpt. Junk modelling in EYFS Year 2 – Nature sculptures Year 3 – insects, autumn, British artists</p>		<p><i>Adaptations made - Diverse Artist - <u>Augusta Savage</u></i></p>

	<p>Bold for new words. Not bold for previous words.</p>		<p>Year 4 – European artists and fruit and vegetables</p> <p>Foundation for – Year 5 Plants and flowers Seaside Year 6 North America South America Birds</p>		
<p>Autumn Ancient Egypt</p>	<ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • use a variety of tools and select the most appropriate; 	<ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques 	<p>NA</p>	<ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; 	<ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives • Describe facts about Leger's life and work. • Name some of Hockney's work. • Tell some facts about Hockney's life and work.
<p>Plants and flowers</p>	<p>Spring Plants and flowers Key vocab: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, form, structure, texture, shape, mark, soft, join, tram, cast.</p>		<p>Links: Builds on – Year 5 – Ancient Egypt, year 4 – bodies, fruit and vegetables Year 3 – British art Year 2 – fabricate and nature sculptures Year 1 – landscapes and cityscapes, portraits Foundation for –</p>	<p>Adaptations made – Diverse Artist - Shin Saimdang</p>	

				Year 6 – north America, south America, birds		
	Plants and flowers	<ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching use a variety of tools and select the most appropriate 			<ul style="list-style-type: none"> use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture 	<ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives
	Seaside	Key words: sketchbook, develop, refine, texture, shape, form, pattern, structure, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti, form, structure, texture, shape, mark, soft, join, tram, cast, shape, form, arrange, fix, colour, fabric, weave, pattern, Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.		Links: Builds on – Year 5 – Ancient Egypt, year 4 – bodies, fruit and vegetables Year 3 – British art Year 2 – fabricate and nature sculptures Year 1 – landscapes and cityscapes, Joan Miro Foundation for – Year 6 – north America, south America, birds		Adaptations made – NA Diverse Artist - Betye Saar
	Seaside	<ul style="list-style-type: none"> use a variety of tools and select the most appropriate; use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching 		<ul style="list-style-type: none"> use a range of mixed media; plan and design a collage experiment with a range of media by overlapping and layering in order to create 	<ul style="list-style-type: none"> use materials other than clay to create a 3D sculpture (paper mache) 	<ul style="list-style-type: none"> offer facts about notable artists', artisans' and designers' lives; Name some of Alfred Wallis's artwork. Name some of Hokusai's artwork.

				texture, effect and colour		<ul style="list-style-type: none">• Describe facts about Alfred Wallis's life and work.• Describe facts about Hokusai's life and work.
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		<p>Year 6 Autumn Key Vocabulary:</p> <p>shape, form, arrange, fix, blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>Bold for new words. Not bold for previous words.</p>		<p>Links: Builds on – Builds on – each topic from each year group. Foundation for – ks3</p>		<p>Adaptations made - Diverse Artist - Georgia O'Keeffe</p>
Year 6	North America Autumn	<ul style="list-style-type: none"> depict movement and perspective in drawings use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. 	<ul style="list-style-type: none"> use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists 	<ul style="list-style-type: none"> create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. 	N/A	<ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; <ul style="list-style-type: none"> Tell about the photographer Ansel Adams. Tell about the artist Helen Frankenthaler. Tell about the artist Jean-Michel Basquiat.
		<p>Key Vocabulary Spring 1 Birds</p> <p>texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>		<p>Links: Builds on – each topic from each year group. Foundation for – ks3</p>		<p>Adaptations made - Diverse Artist - Diana Beltrán Herrera</p>
	Spring 1 Birds	<ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, 	N/A	N/A	<ul style="list-style-type: none"> develop cutting and joining skills, e.g. using wire, coils, slabs and slips; 	<ul style="list-style-type: none"> Name some of Brancusi's sculptures.

	<ul style="list-style-type: none"> reflection, hatching and cross-hatching; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti 			<ul style="list-style-type: none"> use materials other than clay to create a 3D sculpture 	<ul style="list-style-type: none"> Describe facts about Brancusi's life and work. Name some of Sweeney's work. Tell some facts about Sweeney's life and work.
	<p>Spring 2 Year 6 South America Key Vocabulary</p> <p>Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph colour, fabric, weave, pattern, form, structure, texture, shape, mark, soft, join, tram, cast, line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>		<p>Links: Builds on – Builds on – each topic from each year group.</p> <p>Foundation for – ks3</p>		<p><i>Adaptations made - Diverse Artist - Beatriz Milhazes</i></p>
Spring 2 South America	<ul style="list-style-type: none"> depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, 	<ul style="list-style-type: none"> use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces 	<ul style="list-style-type: none"> add collage to a painted or printed background experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and 	<ul style="list-style-type: none"> use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use key vocabulary to demonstrate knowledge and understanding in this strand: form, 	<ul style="list-style-type: none"> Talk about the artist Frida Khalo. Talk about the artist Joaquin Torres Garcia. Talk about the artist Leonora Carrington. Talk about the artist Diego Rivera. Talk about the artist Beatriz Milhazes. Talk about the artist Carlos Paez Vilaro

		fresco, portrait, graffiti.		understanding in this strand: colour, fabric, weave, pattern.	structure, texture, shape, mark, soft, join, tram, cast	
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