

	Autumn	Spring	Summer
Nursery			
Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function during CIP time. They will have the opportunity to explain the process and materials used.			
Cycle A	Type: drawing, painting, collage Topic: self-portrait, fireworks Skill/Knowledge: colour, pattern, texture, colour mixing Vocabulary: colour, pattern, line, bumpy, bright Media: pencil, paint, glitter, wool, clay	Type: paint Topic: Chinese New Year Skill/Knowledge: colour, pattern Vocabulary: colour, pattern Media: paint	
Autum 2	Type: Modelling, collage Topic: Diwali, Christmas Skill/ Knowledge: form, mould, pinch, stick, cut Vocabulary: cut, stick, pinch, mould		
Reception			
Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function during CIP time. They will have the opportunity to explain the process and materials used.			
Autumn 1	Type: Pointillism Topic/Artist: Wassily Kandinsky Skill/Knowledge: colour, pattern, colour mixing Vocabulary: dot, pattern Media: poster paint, pastels	Type: Drawing Topic/Artist: Howard Butler – Northern light Skill/Knowledge: shade, colour, pattern Vocabulary: light, dark, blend Media: pencil, chalk, pastel	Type: Collage Topic/Artist: Matisse Skill/Knowledge: design, form, function, cut, stick Vocabulary: function, design Media: tissue, card, fabric,
Autumn 2	Type: Natural collage/forest school Topic/Artist: Andy Goldworthy Skill/Knowledge: texture, pattern, natural materials, cut, stick	Type: Mixed media collage Topic/Artist: Van Gogh – Sunflowers Skill/Knowledge: texture, pattern, rip	Type: Modelling Topic/Artist: Range of artists who use recycled materials

	<p>Vocabulary: texture, pattern, natural, wood, stone, weave Media: fabric, stones, sticks, paint, leaves</p>	<p>Vocabulary: layer, scrunch, thin, thick Media: paint, tissue paper,</p>	<p>Skill/Knowledge: form, function, structure, bend, mould Vocabulary: form, function, structure, recycle Media: junk e.g. recycled materials, boxes, card</p>
KS1			
Cycle A	<p>Type: Printing/pop art Topic/Artist: Roy Lichtenstien/Andy Warhol Context: pop art/printed design Skill/Knowledge: colour Vocabulary: colour, pattern, texture, shape, form, repeating Media: Poster paint, felt tip pen</p>	<p>Type: Observational drawing/ abstract Topic/Artist: Georgia O'Keeffe Context: fruit Skill/Knowledge: line and shade Vocabulary: medium, line, shade, texture Media: pencil (Hb, 2b) pastels</p>	<p>Type: drawing/ expressionism Topic/Artist: Vincent Van Gogh Context: Starry Night Skill/Knowledge: blending and layering colour Vocabulary: blending, layering, outline, technique Media: oil pastels</p>
Cycle B	<p>Type: Sculpture (clay) Topic/Artist: Henry Moore Context: abstract people structures Skill/Knowledge: moulding, pinching, texture Vocabulary: mould, pinch, texture, sculpt, tool Media: clay 3d sculpture</p> <p>Type: Digital art/Portraits/ cubism Topic/Artist: Picasso Context: abstract portraits Skill/knowledge: proportion, enlarge, zoom Vocabulary: bold, zoom, enlarge, proportion, exaggerate</p>	<p>Type: Drawing/ naïve Topic/Artist: Lowry/Stephen Wiltshire Context: famous landmarks Skill/Knowledge: line, shade, blend, pattern, colour Vocabulary: bold, texture Media: pencil (Hb, 2b) charcoal, pastel, water colour paint</p>	<p>Type: Mixed media- collage Topic/Artist: Natalie Pascoe Context: Seaside's Skill/Knowledge: create patterns and texture Vocabulary: design, collage, construct, pattern, texture Media: paint, fabric, sand</p>
LKS2			

Cycle A	<p>Type: observational drawing/portraits Topic/Artist: Da Vinci Context: self portrait Skill/Knowledge: line, shade, texture, proportion Vocabulary: line, shade, texture, proportion Media: pencil (2b), pen, colour pencil</p>	<p>Type: Observational drawing Topic/Artist: Rainforest and Central America Context: Jaguar Pictures Skill/Knowledge: Texture, proportion, shading, line, sketching Vocabulary: Texture, proportion, shading, line, sketching Media:Pencil (2b), colouring pencil</p>	<p>Type: Painting Topic/Artist: Colour Theory/Gary Bullock Context: Sgraffito Skill/Knowledge: Colour mixing, Creating texture and pattern, lending, layering. Vocabulary: Primary colour, Secondary Colours, Underpaint, pattern, texture Media: Poster Paint</p>
Cycle B	<p>Type: Clay 3d Sculpture Topic/Artist: Ancient Greeks Context: Ancient Greek Terracotta Figures Skill/Knowledge: Proportion, sculpting and moulding, art history, colour mixing Vocabulary: proportion, pigment, sculpt, mould, form Media: Clay and paint</p>	<p>Type: Printing Topic/Artist: Woodcut style printing Context: Elizabethan Woodcuts Skill/Knowledge: Carving a material to create a relief. Etching, printing Vocabulary: print, block, etch, relief, negative Media: potato print, foam sheets, eggs</p>	<p>Type: Painting/ Digital Painting Topic/Artist: Bob Ross Context: Painting mountains Skill/Knowledge: Blending, smudging, washes, painting Vocabulary:Blend, smudge, wash, foreground, background, horizontal, vertical Media: Water colour, Poster Paint, Digital</p>
UKS2			
Cycle A	<p>Type: Painting and Colour/ drawing and sketching Topic/Artist: Ancient Egyptian Context: Hieroglyphic/ harvest paintings Skill/Knowledge: Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Produce increasingly accurate drawings of people.</p>	<p>Type: 3D work Topic/Artist: Anglo Saxons Context: clay pots and sculptures Skill/Knowledge: Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture.</p>	<p>Type: Digital photography Topic/Artist: Ansel Adams Context: Black and white/possibly colour landscape photography Skill/Knowledge: Use tools within image editing software to change for a purpose: Brightness Contrast and saturation Red eye removal</p>

	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p> <p>Vocabulary: media, perspective, proportion, composition, pattern, compliment, contrast, line, tone, narrative</p> <p>Media: Pencil, Brusho dye, paint</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including slabs, coils, slips, etc.</p> <p>Vocabulary: Coil, pinch, slabs, wedging, scoring, leather-hard, kneading, impress</p> <p>Media: Clay and paint</p>	<p>To understand that digital images can be altered to communicate different moods or ideas and begin to edit digital images independently to convey a mood.</p> <p>Use effects and filters for a purpose</p> <p>Use tools within image editing software to change for a purpose:</p> <p>Cropping</p> <p>Rotating</p> <p>Resizing</p> <p>Vocabulary: contrast, saturation, complements, red eye, mood, imagery, filters, cropping, resizing, rotating, hue, sharpness etc.....</p> <p>Media: camera, digital editing software</p>
Cycle B	<p>Type: Drawing and Sketching</p> <p>Topic/Artist: landscape perspective.</p> <p>Using vanishing points – look at various artists that show perspective in their composition.</p> <p>Context: Creating perspective in drawing</p> <p>Skill/Knowledge:</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Explore the effect of light on objects and people from different directions.</p>	<p>Type: Painting and Colour</p> <p>Topic/Artist: Frieda Kahlo</p> <p>Context: Portraits</p> <p>Skill/Knowledge:</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Look at using colour for purposes.</p> <p>Use colour to express feelings.</p> <p>Explore the use of texture in colour</p> <p>Vocabulary: cultural, portrait, pose, composition, texture, aesthetic,</p>	<p>Type: Printing</p> <p>Topic/Artist: Alifia Khan (possibly)</p> <p>Context: Islamic geometric art</p> <p>Skill/Knowledge: Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to the task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Be confident with printing on paper and fabric.</p>

	<p>Explore the concept of perspective. Identify artists who have worked in a similar way to their own work. Vocabulary: vanishing point, composition, point perspective, converge, horizon line, background, foreground, middle ground, proportion, dimensional, overlapping, illusion Media: sketching pencils, pen cross-hatching, Extension: possibly leading to using acrylic paint.</p>	<p>expressive, complementary, contrasting, emotive Media: colour paper collage, water-based tube paints and possibly canvas boards.</p>	<p>Accurate use of cutting/ chiselling tools Vocabulary: impressed, engraved, relief, ornate, well balanced, tessellated, geometric, intricate, concentric, tessellated, geometric, intricate, concentric, well-balanced. indentation, pressure, technique, develop, intricate, adapting, application, repetition, symmetry Media: lino boards, screen printing paints</p>
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