



## Abbey Road Primary School - ART Coverage

### EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Families, Bears, Pirates & Mermaids, Pets	A Winter Wonderland	Storybook World	One World	Superheroes	Minibeasts
Activities	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Collage</b> - Experimenting with different materials and methods of joining at the making table. Picture of a mermaid or merman, Make a firework picture</p> <p><b>Drawing and painting</b> – self-portrait. Step by step of how to draw a person.</p> <p>Observational drawing and painting of their soft toy.</p> <p><b>Painting</b> - Free painting with different brushes and utensils e.g. toothbrushes.</p> <p>Paint your drawing of soft toy.</p> <p>Colour mixing autumn colours using powder paint in palettes.</p> <p>Look at <b>Picasso</b> pictures: Use block colours and shapes to create an abstract face.</p> <p><b>Printing</b> - Free with different objects and vegetables</p> <p>Rubbings - When looking at trees in Autumn, make a rubbing of the bark.</p> <p>Compare the rubbings you find on different trees.</p> <p><b>Sculpture</b> - Playdough cakes and own choice</p> <p><b>Artist</b> Picasso</p>	<p><b>Free painting/ printing/ drawing/ box and junk modelling (creative table)</b></p> <p><b>Drawing</b> - Step by step drawing of penguins or polar bears. Show how to shade using lines.</p> <p><b>Collage</b> of cold winter colours to make a snow den. Make blue and silver collage pictures using a variety of materials and textures.</p> <p><b>Printing</b> - Make printing blocks with string stuck on to cardboard.</p> <p>Experiment with different designs and colours to make patterns</p> <p><b>Sculpture</b> - Salt dough Christmas decorations. Make a dough penguin.</p> <p><b>Paint with different textures</b> sawdust, soap flakes, glitter in paint. Make cotton wool cloud.</p> <p>Colour mixing Adding white to blue to watch it go lighter and lighter.</p> <p>Free painting on easel with different shades of colour</p>	<p><b>Free painting/ printing/ drawing/ box and junk modelling (creative table)</b></p> <p><b>Draw and collage</b> a hen and a gingerbread man.</p> <p><b>Collage</b> a troll mask using different shaped cardboard.</p> <p><b>Sculpture</b> - Using salt dough to make different shaped bread rolls. Clay dragon, George and the Dragon design and make a box model of a dragon</p> <p><b>Painting</b> - Watercolour flower to make a Mother's Day card.</p> <p><b>Pollock</b> inspired: Use a variety of colours to make splatter patterns on to paper.</p> <p>Explore the colour and pattern.</p> <p>Outside place big piece of paper on the floor, get the children to splatter using primary colours to create a big picture.</p> <p><b>Artist:</b> Jackson Pollock (abstract Expressionism)</p>	<p><b>Free painting/ printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Drawing</b> - design an outfit for Traction man</p> <p><b>Collage a picture</b> of Supertato, Design and make a Easter card.</p> <p><b>Design and make</b> own superhero mask, cape and wrist band.</p> <p><b>Paint</b> a picture of a superhero world. Think about bright colours to use.</p> <p><b>Printing</b> use handprints to make a chick picture.</p> <p>Draw pictures and patterns with crayons and paint a wash over it.</p>	<p><b>Free painting/ printing/ drawing/ box and junk modelling (creative table)</b></p> <p><b>Design</b> an outfit using recycling materials</p> <p><b>Artist Tony Craggs – sculpture</b> (plastics junk mural) – see Paul Carney website</p> <p><b>Painting</b> watercolour painting to draw and paint a Rainbow Fish on a blue colour wash.</p> <p>Look at the three primary colours, red, yellow, and red.</p> <p>Experiment colour mixing with the primary colours to make other colours.</p> <p>Look at Kandinsky's art.</p> <p>Each child paints a coloured square and then paints a circle, then a smaller circle and a smaller circle using primary colours and mixing primary colours to make new colours.</p> <p><b>Observational drawing</b> of a pineapple or banana. Use shading with lines.</p> <p><b>Printing</b> Use a variety of recycled materials to print.</p> <p><b>Natural collage pictures</b> Outside use natural objects to make pictures.</p> <p><b>Collage</b> - Look at geometric shapes in Mondrian's art. Cut out geometric shapes from primary coloured paper to create some Mondrian art.</p> <p><b>Artists</b> Mondrian and Kandinsky (primary colours &amp; geometric shapes)</p>	<p><b>Free painting/ printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Printing</b> use finger to make a caterpillar using repeating patterns.</p> <p><b>Sculpture</b> Use a balloon and papier mache to make a ladybird.</p> <p>Paint a stone to look like a ladybird.</p> <p>Use clay to sculpture a long worm shape and roll it into a spiral to make a snail.</p> <p><b>Painting</b> make a Symmetrical butterfly by folding over the paper.</p> <p>Use cotton buds to make a dots to decorate a butterfly.</p> <p><b>Collage</b> snail using small coloured squares of paper</p> <p>Use natural objects to make a spiral shape.</p> <p>Use a paper plate to make a spiral snail</p>



## Abbey Road Primary School - ART Coverage

### Year 1

Topic	Homes	Toys	Journeys	Plants and Birds	Animals	Around the World
Activities	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Drawing</b> –2D geometric shapes on buildings. Houses on walk Progression in drawing skills: Paul Carney- developing control and pressure/ simple 2D geometric shapes.</p> <p><b>Painting</b> -3 pigs’ houses: Experiment with diff textured materials to paint on 3 pigs houses Texture – sawdust/sand: buildings (Science Materials link)</p> <p><b>Collage</b> - City / Town (Geography focus) Select and cut colours, shapes, textures and images from a range of sources for purpose, approp joining material &amp; tool.</p> <p><b>Printing</b> – Pattern in bricks / Making a house stencil</p> <p><b>Sculpture</b>: paper/straws bridges (DT link) Designing &amp; making in 3D/cutting, joining, forming &amp; shaping materials.</p> <p><b>Computer</b>-Drawing on doodle buddy iPad: 3 little pigs/pattern (ICT focus)</p> <p><b>Main focus: drawing</b></p>	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Drawing</b> – Toys (History focus): Shading, tones shapes. Mehndi patterns: develop control creating shapes &amp; patterns.</p> <p><b>Collage</b> Toy Story characters: Materials are selected for specific qualities. Autumn tree: paper from magazines, create particular effects: tearing, cutting, arranging, folding. Rangoli patterns, experimenting with tissue paper: tearing, scrunching, selecting colours for effect.</p> <p><b>Printing and pattern</b> – Rangoli patterns (print using a range of simple materials and shapes) leaf block printing with string, resist pattern leaves (wax crayons and paint wash), Autumn trees: cotton buds</p> <p><b>Sculpture</b> – clay hedgehogs, Diva pot. (Joining, forming, shaping &amp; creating textures.)</p> <p><b>Artist</b> – Murakami (colour mixing)</p> <p><b>Main focus: Painting, Printing &amp; pattern</b></p>	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Drawing</b> – Experiment with shading: light &amp; dark and line making (smudging, dotting). Using diff drawing tools</p> <p>Observation drawing: bike</p> <p>Drawing imaginary bike with special features (Inspiration: Mrs. Armitage on wheels)</p> <p><b>Painting</b> – Colour mixing lighter and darker, Moon background for collage: sawdust &amp; sand for texture, Colour mixing: match colours,</p> <p><b>Collage</b> – Space: mixed media select and cut colours, shapes, textures for purpose. Use different colours and textures and create particular effects: tearing, cutting, arranging, folding.</p> <p><b>Main focus: light &amp; dark- Drawing – shading Painting – mixing paint</b></p>	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Drawing</b> - Observational drawing of plants</p> <p><b>Painting</b> plants/ Colour mixing paint, painting with increased control. Dandelions- Painting with diff tools. Water colour daffodils.</p> <p><b>Computer</b> – ipad pictures on school grounds, taking care to frame the shot to capture detail – Sketch from them: shading, light &amp; dark tones, observation</p> <p><b>Printing</b> – With leaves: Symmetry / patterns</p> <p><b>Artist</b>: Georgia O’Keeffe William Morris – plant /bird pattern</p> <p><b>Main focus: Painting, Printing &amp; pattern</b></p>	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Painting</b> – Sea: colour mixing / hot &amp; cold, Colour and feelings (PSHE focus)</p> <p><b>Sculpture</b> – aquariums: Designing &amp; making in 3D/Joining &amp; shaping materials.</p> <p>Clay fish (paint and add glaze)</p> <p><b>Pattern</b> in nature –animals/sea creatures Select from a range of drawing media.</p> <p><b>Computer</b> Photos of expressions (PSHE focus): frame the shot &amp; edit by cropping. Recreate in drawings.</p> <p><b>Artist</b>: Henri Matisse (collage cut outs)</p> <p><b>Main focus: Collage, Sculpture</b></p>	<p><b>Free painting /printing/ drawing /box and junk modelling (creative table)</b></p> <p><b>Drawing</b> - Famous Buildings (shades &amp; tones/light &amp; dark/shapes), Imaginary buildings, bog baby habitat with range of drawing media</p> <p><b>Painting</b>- Famous buildings – colour mixing /light &amp; dark Box models using thicker paints &amp; brushes.</p> <p><b>Sculpture</b> – Junk model buildings/ Create a city scene: Designing &amp; making in 3D/Joining &amp; shaping materials.</p> <p><b>Printing and pattern</b> – resist wash: wax crayons / tape: buildings. Pattern / symmetry in buildings.</p> <p><b>Architect</b> – Watson Fothergill (History)</p> <p><b>Main focus: Drawing (painting)</b></p>



## Abbey Road Primary School - ART Coverage

### Year 2

Topic	Where would you prefer to live?	Heroes	Healthy Living	Tanzania	The Great Fire of London	Habitats
Activities	<p><b>Drawing:</b> Landscape— use a range of media Focus: shading. Houses of different sizes for a landscape, matchstick men figures</p> <p><b>Painting:</b> Lowry: comparison of paintings Seascape using mixed colours Focus: shade and tone. Landscape background Focus: light and dark colours for perspective.</p> <p><b>Collage:</b> make a landscape collage Focus: textures/ pattern/ detail</p> <p><b>Main Focus: Drawing/Painting</b> <b>Artists:</b> Kip Poulsen – Isle of Coll <b>LS Lowry – Industrial landscapes</b></p>	<p><b>Photography:</b> Children to take a photo of partner using ipad/camera. Focus: how to frame the shot to suit their purpose and can edit them using simple software for cropping.</p> <p><b>Drawing:</b> using own printed photo (hero is themselves) draw outline on tracing paper. Focus: careful pencil control/ lines/detail</p> <p><b>Drawing and etching:</b> Children to draw hero. Etch hero in polystyrene. Focus: etching using careful control</p> <p><b>Printing:</b> Mono printing: print own image on acetate to be stuck in sketch books. Focus: pen control/ lines Print hero four colour ways Warhol style. Focus: block printing onto different colours.</p> <p><b>Computing:</b> Create Warhol 4 way style images of themselves using <i>Abstract You</i> app. Focus: editing and manipulating photos to create more complex images</p> <p><b>Final Outcome:</b> “I am a hero” monoprints/ hero block prints/ hero sketches</p> <p><b>Main Focus: Mono printing and photography</b> <b>Artist:</b> Andy Warhol</p>	<p>Fruit and vegetable art</p> <p><b>Drawing:</b> Charcoal pepper Focus: shading light and dark, smaller details Observational drawing: cross sections of fruit and vegetables Focus: light and dark colours, careful form control Still life Focus: shade and tone. Pastels: add colour to still life. Focus: colour mixing.</p> <p><b>Painting:</b> cross sections of fruit and vegetables. Focus: use of brush strokes and colour mixing</p> <p><b>Main Focus:</b> <b>Drawing/Painting</b> <b>Artists:</b> Caravaggio Paul Cezanne – Still life drawing</p>	<p><b>Painting:</b> Wow Day. Pasta jewellery in style of Masaii tribe using bright primary colours. Weave shapes onto string. Focus: brush control, different types of paint and painting surfaces. Apply colour carefully to produce a range of marks: dots, dashes, stripes etc</p> <p><b>Drawing:</b> Pastel Work: Masaii tribe in style of Martin Bullinya. Focus: light and dark colours, careful form control Sketch African Dogon masks based on secondary sources Focus: light/darker tones/ improving sketch _Charcoal mask drawings – whole class rotation exercise (Paul Carney). Apply chalk colour afterwards. Focus: evaluation</p> <p><b>Craft:</b> Tie dye/batik/paint materials and beads for use in next lesson. Batik material in style of Tinga Tinga? Focus: contrasting colours, textures and textiles. Make a mask out of card. Add detail using elements made in previous lesson. Focus: contrasting colours, textures and textiles. Decorate with more complexity and appliqué techniques such as beads, materials.</p> <p><b>Final Outcome:</b> masks/ Bullinya tribes/ jewellery/ sketch book masks</p> <p><b>Main Focus: Craft</b> <b>Artist:</b> Martin Bulinya</p>	<p><b>Painting:</b> Colour mixing wheel (in SB) Focus: Pupils develop colour mixing to make finer variations in secondary colours. Colour strips (in SB). Focus: tone, colour strength Make flames for background using pointillism technique. Focus: brush control, different brushes (buds/ paintbrushes) to create dots</p> <p><b>Drawing</b> Pastel work: Seurat River Thames – small section of river to study and recreate using pastels in a pointillist style. Focus: light and dark colours Draw small section of Tudor house in detail (patterned windows/detail on wood) Focus: to identify and draw detail, texture and pattern. Sketch Tudor houses Focus: geometric shapes/ detail</p> <p><b>Collage:</b> add collage to sketched Tudor houses using different materials/textures. Focus: detail/ texture/ pattern</p> <p><b>Final Outcome:</b> Flames for display/Tudor houses for display</p> <p><b>Main Focus: Painting</b> <b>Artist:</b> Seurat (pointillism)</p>	<p><b>Drawing</b> Observational drawing: Minibeasts (twinkl unit). Focus: lighter/ darker tones. Study detail of Rousseau’s “The Dream”. Sketch tiger. Discuss perspective of background, tiger, palm leaves in front of tiger Focus: light/darker tones/ texture of fur. Add colour to tiger sketch with pastels. Focus: creating texture of fur with pastels.</p> <p><b>Collage:</b> Rousseau “The Dream” collage. Collage background. Stick on tiger pastel drawing. Overlay with leaves. Focus: textures/pattern/detail/ overlapping elements for effect</p> <p><b>Sculpture:</b> Small ball of clay, create a jungle creature. Focus: cut, form, tear, join and shape. Clay jungle animals using balloon technique. Focus: model of a natural form/texture in clay (snakeskin/fur)</p> <p><b>Final Outcome:</b> Collage for display/clay animals/sketch book work</p> <p><b>Main Focus: Sculpture and Collage</b> <b>Artists:</b> Henri Rousseau (Collage) Elizabeth Frink (Clay animals)</p>



## Abbey Road Primary School - ART Coverage

### Year 3

Topic	Superheroes Skeleton & Muscles	Stone Age to Iron Age	Welcome to Planet Earth - Rocks & Fossils	Mountains Volcanoes & Earthquakes	Ancient China The Shang Dynasty	Plants Extreme Weather
Activities	<p><b>Drawing:</b> Sketching: Soft and hard pencils, exploring light to dark marks, experimenting on different papers Experiment: blending, hatching, cross hatching, different patterns, Create a Tonal Chart, Develop darker colours without using black (sketchbooks) Closely observed portraits using pencil techniques – Twinkl unit. Drawing eyes, nose and mouth, proportion and shape Drawing bodies in Sketchbooks - Style of illustrator Quentin Blake Drawing cartoon art Link to Superheroes - Lichenstein (English link / focus) Outdoor art – using Forest school loose parts to create portraits / face / body art Drawing Sketchbook – Forest School observations / thoughts and feelings</p> <p><b>Main focus: Drawing</b> <b>Artists:</b> Lichenstein (cartoon art), Quentin Blake</p>	<p><b>Painting and drawing</b> with a variety of media and materials Early cave art – charcoal, mud painting, pastels How would you compare drawing on textured paper to drawing on smooth paper? Experiment with using fingers instead of a paintbrush. What tools would have been used to paint during the Stone Age period of history? How has this changed over time?</p> <p><b>Painting</b> -Colour wheels with 6 segments using natural dyes and paint (berries / coffee / tea/ beetroot / turmeric Making colours lighter and darker Painting positive and negative shapes trickery of eye – objects and background- silhouettes and shadows – design – choices and decisions paint with more precision. Moon &amp; reflection picture / silhouette on sunset background.</p> <p><b>Drawing</b> - Sketchbooks – sketching shadow</p> <p><b>Craft</b> – RE link Christmas and Diwali</p> <p><b>Main focus: Drawing and Painting</b> <b>Artist:</b> Early cave art</p>	<p><b>Sculpture</b> - Andy Goldsworthy – Exploring pattern in 2D and 3D outdoor sculpture using found objects pebbles, leaves, twigs etc Using imagination. Photo to record. Evaluate work Fossil casting using plaster of Paris and shells / moulds – patterns in nature</p> <p><b>Printing and pattern</b>- Print with greater variety of found objects, leaves and different shapes combined (Forest School) Japanese art of Hapa Zome Pattern and prints in nature: tree and leaf rubbing – Forest School Printing – creating a fossil using string Make a relief print on polystyrene – print a repeating pattern for display border experimenting with turning</p> <p><b>Drawing</b> - In sketchbooks sketching 3D Andy Goldsworthy creating shadows (link to previous unit) Drawing - Sketchbook – Forest School observations / thoughts and feelings</p> <p><b>Main focus: Printing and Pattern</b> <b>Artist:</b> Andy Goldsworthy (Outdoor art)</p>	<p><b>Collage</b>- Experiment with overlapping colours of tissue paper to create colours and textures Collage Easter card using overlapping tissue paper – develop ideas Collage the 3D volcano created using texture and colour techniques.</p> <p><b>Painting/ collage</b> - Create a volcano picture choosing own media – choices and decisions – how can we create texture? Sgraffito – oil pastel on top of colour scraped fossil pictures leading to volcano picture – Paul Klee</p> <p><b>Sculpture</b> Make a 3D volcano using papier mache (Moving on from 3D sculpture in last unit)</p> <p><b>Computer</b> – Use drawing package to draw volcanoes and characters linked to English (Iron Man) Pic Collage - Picture manipulation - pictures of volcanoes and mountains (Geography link)</p> <p><b>Drawing</b> - Sketchbook – Forest School observations / thoughts and feelings</p> <p><b>Main focus: Collage and Sculpture</b> <b>Artist:</b> Paul Klee (Sgraffito)</p>	<p><b>Drawing:</b> In Sketchbooks draw ancient Chinese artefacts – focussing on small areas of detail using skills from unit 1. Explore techniques to create flowers using drawing and / or paint: Use magnifiers and different viewpoints for observational work focus on small parts of Xu Xi's work and recreate small sections using different techniques. Draw sections of Willow Pattern plate using different media – biro, felt tip. Draw cherry blossom for painting</p> <p><b>Sculpture:</b> Ancient Chinese art Make a Cardboard tube dragon (moving on from sculpture last two units)</p> <p><b>Computer</b> -Use computers to experiment with repeated motifs (link to shape in Maths and Chinese writing – History topic)</p> <p><b>Painting</b> – Adding salt to watercolour for special effect. Carefully sprinkle salt in the area where you would like to put a flower (while the paint is still wet) The salt crystals soak up the liquid from the watercolours creating areas that don't have as much pigment as others. Mix a range of tints and colours using a colour and white – blossom picture (History link)</p> <p><b>Main focus: Drawing and Painting</b> <b>Artist:</b> Xu Xi (Ancient Chinese artist)</p>	<p><b>Printing</b> - Dandelion clocks and leaf veins: mixed media Printing clouds for skies Experiment with creating sky backgrounds using bubble printing</p> <p><b>Drawing</b> - Observational drawing of plants in sketchbook (Hibiscus tutorials) Sketchbook – Forest School observations / thoughts and feelings</p> <p><b>Painting:</b> Look at Van Gogh's sunflowers - explore creating texture with paint Create a painting / drawing of flowers or a flower using techniques practised in last unit (science link- create own new flower to attract bees) Van Gogh skies: Explore depth of colour &amp; tone and texture, layering paint. Explore creating sunsets using colour washes. Create own painting of sky above Forest School area using skills learnt over last few weeks - texture / colour washes / bubble printing in paint / printing with kitchen rolls Evaluate own and others work offering precise feedback using correct vocab.</p> <p><b>Main focus: Painting and Printing</b> <b>Artist:</b> Van Gogh (Skies and flowers)</p>



## Abbey Road Primary School - ART Coverage

### Year 4

Topic	Invaders & Settlers - Romans	Habitats	Ice Palace - Changing State and the Water Cycle	Rivers	The Human Body Teeth Digestion & Sound	Invaders and Settlers: Anglo-Saxons and Vikings
Activities	<p><b>Drawing-</b> Children make realistic drawings with pencils (hard/soft) and charcoal of Roman Emperors from statues. Explore different portrait/drawing styles – realistic. They practise drawing quick, light lines (sketching) &amp; more deliberate, measured lines, with increased control of pressure and direction. Use cross-hatching, scrumbling and stippling to add tone to a 3D object. Use techniques to learn how to draw a nose form, based on a 3D bust of a Roman emperor.</p> <p><b>Sculpture- Coil Pots</b> - Pupils design and make in 3 dimensions, using plasticine and clay. Finishing and presenting their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging. Pupils create a clay vessel using the coil technique, create a prototype first and then their final art piece.</p> <p><b>Craft: Roman mosaics-</b> Children understand the differences between mosaic and collage. They create pictures in the style of Roman mosaics using both paper and relief printing techniques to create shape and areas of colour, developing their mathematical and visual precision.</p>	<p><b>Craft- Weaving – landscapes</b> Children to become familiar with vocabulary of weaving – warp and weft - and create a placemat using paper. Children to use a picture from landscape (Hathersage) as inspiration – collect variety of materials, colours and ideas in sketchbooks. Children to use photo to create an outline for their warp and construct their own cardboard loom using string for the warp. Children use their collected materials to create woven landscape.</p> <p><b>Artist: Gunta Stoltz</b></p> <p><b>Printmaking:</b> Pupils use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. They create both individual images and repeat patterns. They create a simple relief print - painting quickly onto a water-resistant surface before placing paper on top.</p>	<p><b>Sculpture/Collage/Origami</b> Children create a poster of bodies of water using collage, then add a variety of animals (frogs, flowers, butterflies) etc. made from origami. Then use sculpture in the style of Giacometti (e.g dragonflies) to add to the composition. Children will be encouraged to question and make thoughtful observations about why and how sculptors and other artists work to improve the quality of an environment. In their sketchbooks they will collect visual information and explore ideas for a sculpture. They will develop control of tools and techniques. They will compare ideas, methods and approaches in their own and others work and say what they think and feel about them. Children will adapt their work according to their own and other's views. Children will evaluate a finished piece of artwork.</p> <p><b>Main Focus: Sculpture</b> <b>Artist: Giacometti</b></p>	<p><b>Painting – Water- Watercolour-</b> Children create watercolour landscapes based on Monet, concentrating on manipulating light and shade for dramatic effect. Compare using water colours with using another paint medium: acrylics or ink. Children develop a range of skills for applying watercolours to paper. Study work of a famous artist - focussing on their use of light and dark tones to create different moods. Study “The Water Lily Pond” by Monet and try to recreate the effect using colour mixing and light and dark tones. Look at and explore how a contemporary artist achieves tone and movement in paintings. Explore the differences between acrylic paint and watercolour. Work in the same way as the artist (en plein air) with material of choice. Review finished piece and discuss what impact this way of working may have had on their work</p> <p><b>Main Focus: Painting</b> <b>Artist: Monet</b></p>	<p><b>Drawing- Bodies-</b> Leonardo Da Vinci: Pupils study famous works of art and give more complex personal opinions about it. They look at art for pleasure and purpose, talk about why they like it. Who made it? Where were they from? Why was it made? Why is it significant? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Recap drawing techniques used earlier in year – pencil grade as well as different techniques. Use techniques to capture mood/emotions of subject. Investigate Vitruvian man and da Vinci's work on proportion. Apply techniques and knowledge about proportions to complete a composition. Review and improve their work.</p> <p><b>Main Focus: Drawing</b></p> <p><b>Artist Leonardo da Vinci</b></p>	<p><b>Design – (Jewellery)</b> Children create an Anglo Saxon inspired pendant. Children research a range of Anglo-Saxon artefacts for typical AS designs and explore creating these in sketchbooks. They explore using layers of card to add depth and texture to designs. Use this knowledge to design typical AS/Viking brooch. They discuss materials/paints that could be used to achieve desired finish. Children trial design finishes in sketch books using shade and tone to add depth to their design. Children explore using POSCA pens, string and other materials to add “real life” detail/depth and texture to designs in their sketch books. Children consider adding beading to designs and how they might attach these: a wide variety of methods should be encouraged from punching holes, gluing, wrapping and sewing. Children create and design jewellery based on Anglo-Saxon artefacts.</p> <p><b>Design/craft:</b> Within their DT money container project, children will explore crafts such as embroidery and sewing.</p> <p><b>Main Focus: Craft</b></p>





## Abbey Road Primary School - ART Coverage

Year 5						
Topic	Victorians	Crime & Punishment	Space Forces	Ancient Greece	South America & The Amazon	North America Life Cycles
Activities	<p><b>Printing:</b> Study Voysey art: 'content, process, formal elements, mood' model.</p> <p>Mono printing to create singular image designs: sketchbooks to generate ideas. Use evaluation to understand what to do to improve &amp; that all artists do this.</p> <p>Design a printing block and design a repeat pattern using the half drop technique,</p> <p>Block print using the 'half drop' technique,</p> <p>Block printing onto fabric</p> <p><b>Craft</b> Sewing (blanket stitch) to create a cushion cover using print block design</p> <p><b>End product:</b> a cushion, which is decorated with their repeated pattern.</p> <p><b>Main focus: Printmaking</b></p> <p><b>Artist:</b> Voysey</p>	<p><b>Drawing:</b> Look at artist Cheryl Sorg: using the 'content, process, formal elements, mood' model.</p> <p>record observations &amp; generate ideas in sketchbooks</p> <p>Evaluation - Appraise their own work fairly and understand how to improve it, accepting criticism from other pupils. Take risks and experiment with drawing media that are harder to control.</p> <p>Creating fingerprint: Control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Demonstrate an awareness of various mark making techniques for purpose &amp; intention. Select appropriate media for expression and purpose.</p> <p><b>End product:</b> Fingerprint artwork image of their own fingerprint, designed in a way which reflect themselves.</p> <p><b>Main focus: Drawing</b></p> <p><b>Artist:</b> Cheryl Sorg</p>	<p><b>Painting:</b> Study Alan Bean's art – specifically 'The Source of Intelligent Life' Record observations &amp; research of artists and themes.</p> <p>Create colour wheels / mixing colours: Explore colour relationships (complimentary colours, harmonious colours).</p> <p>Mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Experimenting with different materials to create texture – adding things to paint. Appraise work fairly and understand how to improve it. Paint space background and the moon: Control colour when painting and mix colours for specific purposes. Produce original, unique art in response to similar starting points. Paint fictional planets</p> <p><b>Craft</b> – Use the cling film technique when painting. Add details to planets to complete the final product: Control the amount of paint needed to create finer details. Add things to paint for specific purpose.</p> <p>Evaluation - Make careful and considerate judgments about own &amp; others' work, without comparing their own work to that of others.</p> <p><b>End product:</b> Fictional Planet painting. Painted picture based on 'The Source of Intelligent Life' – linking to Science / Literacy topic (the painted planet will be the children's own fictional planet).</p> <p><b>Main focus: Painting</b></p> <p><b>Artist:</b> Alan Bean</p>	<p><b>Sculpture:</b> Create a Greek building using art straws &amp; tape (link to history) Design and make art for a specific purpose. Appraise their own work fairly and make careful and considerate judgments about own &amp; others' work, without comparing their own work to that of others.</p> <p><b>Drawing:</b> Learn about the sacred olive tree and practise drawing leaves Draw with an increasingly confident awareness of the 2D forms, reflecting on specific size and shapes for a particular purpose (olive tree leaves). Create leaves for wreath: Interpret texture in drawings. Control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p><b>Craft:</b> Use wire to create the wreath: Use wire and combine media to make jewellery.</p> <p><b>Sculpture:</b> Develop understanding on how to finish work to a good standard.</p> <p><b>End product:</b> Olive leaf wreath jewellery, inspired by Ancient Greek Olympic prizes.</p> <p><b>Main focus: Craft</b></p>	<p><b>Drawing:</b> Draw animal outlines using basic shapes: Use sketchbooks to practice and try out ideas &amp; techniques. Experiment with different shapes to create a sense of natural form</p> <p><b>Sculpture:</b> Study Giacometti's figure sculptures using the 'content, process, formal elements, mood' model. Record observations &amp; research of artists and themes.</p> <p>Make sculpture frames from wire and masking tape.</p> <p>Use Modroc to create animal sculpture Use a) wire /b) Modroc to create a sculpture that reflects natural form. Develop understanding on how to finish work to a good standard.</p> <p><b>Painting</b> Paint the main body colours onto animal sculptures: Mix colours for a specific purpose. Paint neatly and carefully, as a result of careful observation, to reflect natural form. Paint details onto animal sculptures and use the bubble technique to create a 'canopy' backdrop. Select an appropriate type of paint / brush to add details, which enhance the appearance of natural form.</p> <p><b>Craft-</b> Use the bubble technique for a specific purpose.</p> <p><b>End product:</b> 3D rainforest animal sculpture from wire and mod roc (link to geography).</p> <p><b>Main focus: Sculpture</b></p> <p><b>Artist :</b> Giacometti</p>	<p><b>Craft</b> - Study Hannah Hoch's collage work, reflecting on the 'content, process, formal elements, mood' model and use some of what has been to produce original work. Gain experience in using collage as an art form by creating portrait collages, which are inspired by the 'Dada' art movement.</p> <p><b>Drawing</b> – Learn that realism is only one form of drawing. Draw an abstract portrait based on 'Dada inspired collage' Draw for a specific purpose (to create an abstract portrait). Control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>Study Kahlo's artwork and style using the 'content, process, formal elements, mood' model. Practise drawing facial features using different media: Experiment with techniques in sketchbooks to see what works and what doesn't. and experiment with drawing media. Practise adding light and shade onto facial features: Explore the effect of light on objects and identify where natural light falls onto faces / how this can be shown through the use of chosen media.</p> <p>Appraise work fairly and understand how to improve it.</p> <p>Draw self-portraits: Draw for a specific purpose. Make careful and considerate judgments about own &amp; others' work, without comparing their own work to that of others.</p> <p><b>End product:</b> a self-portrait.</p> <p><b>Main focus: Drawing</b></p> <p><b>Artist:</b> Frida Kahlo</p>



## Abbey Road Primary School - ART Coverage

### Year 6

Topic	World War 2	Europe	The Antarctic – Shackleton's Journey	Electricity	Coasts	Mayans
Activities	<p><b>Drawing</b> Draw with increasing confidence in own personal style. Know how &amp; when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.</p> <p>Work in a range of media with increasing confidence. They have greater choice over what materials they should use, working to own strengths and personal tastes.</p> <p><b>Paul Nash</b>  <u>Content</u> – Depictions of wartime scenes  <u>Process</u> – worked in a range of media. He almost always created his oil paintings in the studio, working from pencil or watercolour sketches he had prepared in the countryside.  <u>Mood</u> – dark and apocalyptic scenes in an increasingly abstract and surreal manner.</p> <p><b>Henry Moore</b>  <u>Content</u> – Produced many drawings, including a series depicting Londoners sheltering from the Blitz during the Second World War.  <u>Process</u> – Used a combination of wax crayon, watercolour and pencil, laying down the crayon and then flooding the image with dark watercolour, so the white and grey wax shapes loom out of the darkness. The marks themselves are scratchy and wiry, which helps to create a sense of unease and tension.  <u>Mood</u> – dark and claustrophobic images of skeletal figures taking shelter.</p>	<p><b>Drawing:</b> Learn more styles of drawing and learn how drawing is used in art. Realistic portraits. Pupils experiment with techniques in sketchbooks to see what works and what doesn't. Sketchbooks are used to practice and try out ideas &amp; techniques. Focus on proportion and practicing each feature of the face in sketchbooks.</p> <p><b>Painting (colour):</b> Colours are mixed with care and sensitivity to show feeling and ideas.</p> <p><b>Craft</b> Gain experience in using collage as an art form</p> <p><b>End product:</b> Human portraits with a collaged background.</p> <p><b>Main focus: Drawing</b></p>	<p><b>Painting</b> Pupil's painting shows a more confident ability to create 3D form, depth and distance using colour and tone. They know different types of paint media and when to use them, they are familiar with different papers and surfaces to paint on and can name them. Use masking fluid to add detail to the landscape and waves. Colours are mixed with care and sensitivity to show feeling and ideas. Use colour tone to convey mood and atmosphere.</p> <p><b>George Edward Marston</b>  <u>Content</u> – an English artist who twice accompanied Sir Ernest Shackleton on expeditions to Antarctic  <u>Process</u> – Watercolour  <u>Formal elements</u> – soft, cold colours. At times the sea is indistinguishable from the sky.  <u>Mood</u> – cold, icy and watery.  <u>Applying:</u> They use some of what they have learned from their artist's studies to produce original work  <b>Design/Computer</b> – 2D – Design a flag for Antarctica. Look at flags that contain symbols for inspiration and to add more complexity to designs)  <b>Design:</b> Pupils design and make art for different purposes  <b>Computer:</b> Pupils produce more complex digital art using computers, drawing &amp; painting programmes</p>	<p><b>Drawing</b> Pupils draw with increasing confidence in own personal style. They know how &amp; when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.</p> <p>They learn how to describe form from several different light sources. They explore extremes of scale: very large to miniature. Pupils explore mixed media in sketchbooks - felt tip, charcoal, pastels and choose which media to use for final piece. Pupils experiment with techniques and try out ideas in sketchbooks to see what works and what doesn't.</p> <p><b>Drawing</b> – One and two point perspective buildings linked to Guided Reading text, 'The Boy In The Tower'. They know and apply very basic one-point perspective.</p> <p><b>Main focus:</b> Drawing  <b>End Product:</b> Drawing animals linked to our inheritance topic.</p>	<p><b>Drawing</b> Pupils learn more styles of drawing and learn how drawing is used in art; 1. Graphic  <b>Painting</b> Pupils have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupils confidently mix secondary and tertiary colours, being able to control these to suit their own purpose. They also understand colour relationships such as complimentary and harmonious colours. They can control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape.</p> <p><b>David Hockney</b> <u>Content</u> – landscapes  <u>Process</u> – Though his landscapes are primarily painted, Hockney also renders the outdoors in his photographic collages and later iPad drawings.  <u>Formal elements</u> – depict a vibrant and reimagined English landscape, featuring surrealist shapes, expressionistic brushstrokes, and vivid colours.  <u>Mood</u> – Bright, loud and vibrant  <u>Applying:</u> They use some of what they have learned from artist's studies to produce original work  <b>Alfred Wallis</b> – <u>Content</u> – boats, coasts, ports, seaside scenes.  <u>Formal elements</u> – his paintings are called naïve. This means that he did it without knowing any of the technical methods of how to paint.  <u>Mood</u> – light-hearted and fun.  <b>Drawing</b> – Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk to create work in the style of Wallis.</p>	<p><b>Drawing:</b> Maya inspired self portrait Pupils learn more styles of drawing and learn how drawing is used in art; 5. abstract Mayan masks using papier mâché  <b>Painting Colours</b> are mixed with care and sensitivity to show feeling and ideas They should ideally also understand colour relationships such as complimentary and harmonious colours  <b>Design:</b> Pupils design and make art for different purposes. They experiment with techniques in sketchbooks to see what works and what doesn't. Sketchbooks are used to practice and try out ideas &amp; techniques.</p> <p><b>Sculpture:</b> Pupils design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They make 3D portraits in clay and card sculptures with interlocking 2D shapes Designing and making a 'Maya inspired' 3D sculpture.</p> <p><b>Sculpture:</b> Pupils design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They make 3D portraits in clay and card sculptures with interlocking 2D shapes</p>



## Abbey Road Primary School - ART Coverage

	<p><b>Applying:</b> They use some of what they have learned from artist's studies to produce original work.</p> <p><b>Main focus:</b> <b>Introduction to surrealism and abstract art – portrayal of the war.</b></p> <p><b>End product:</b> Pupils will choose one of their style (Nash &amp; Moore's) to inspire their own artwork which will illustrate our poetry work.</p> <p><b>Artists:</b> Henry Moore Paul Nash</p>		<p><b>Main focus: Painting</b></p> <p><b>End product:</b> Watercolour painting in the style of Marston.</p> <p><b>Artist:</b> George Edward Marston</p>		<p><b>Printing &amp; Pattern</b> - Ink printing inspired by photos taken at Scarborough and/or the work of Wallis: lighthouse/shells/fish etc.</p> <p>Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns . They print designs using more than one colour-press printing</p> <p><b>Main focus: Painting, Printing</b></p> <p><b>End products:</b> Creating paintings of coastal landscapes in the style of David Hockney. Recreate seaside art in the style of Alfred Wallis.</p> <p><b>Artists:</b> David Hockney, Alfred Wallis</p>	<p><b>Design:</b> They solve design problems, to invent, create or imagine.</p> <p><b>Painting (form):</b> When painting 3D models and forms, they are aware of the need to prepare the surface for paint, paint undercoats and apply the paint carefully, thinking about effects and detail.</p> <p><b>Main focus: Sculpture</b></p> <p><b>End products:</b> Mayan masks</p>
--	---	--	---	--	---	---