










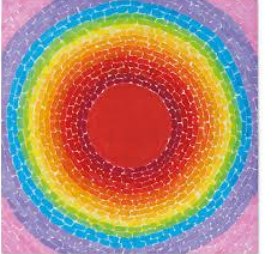















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year R</p> <p>Artworks as a stimulus</p>	<p>Artists: Paul Klee</p>  <p>Lowry</p>  <p>Kandinsky</p> 	<p>Van Gogh</p> 	<p>African animals</p>  <p>Chinese blossom</p> 	<p>Matisse</p>  <p>Faberge eggs</p> 		
<p>Year 1</p> <p>William Morris, Yayoi Kusama, Alexander Calder</p>		<p>Artist: William Morris</p> <p>Topic link - Where do the leaves go in winter?</p> <p>Printing</p> <p>Use a range of materials creatively to design a product/ artwork, including a link to the focus artist.</p> 		<p>Artist: Yayoi Kusama</p> <p>Topic link - What are the differences between Eastleigh and the rainforest?</p> <p>painting/collage</p> <p>To use a range of materials creatively to make a product/ artwork, describing similarities</p> 		<p>Artist: Alexander Calder</p> <p>Sculpture – paper</p> 
<p>Year 2</p> <p>Alma Thomas, African patterns and Scott Christensen</p>	<p>Artist: Alma Thomas</p> <p>Painting and collage</p> <p>Use a range of materials creatively to design a product/ artwork, saying their links between my own work and artists/ designers.</p> 		<p>Artist: African patterns</p> <p>Where would you prefer to live: England or Africa?</p> <p>Sculpture-Clay tiles</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> 			<p>Artist: Scott Christensen</p> <p>Topic link – Why do we love to be beside the seaside</p> <p>Painting - Seascape</p> <p>Use a range of materials creatively to design a product/ artwork, saying their links between my own work and artists/ designers.</p> 

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3 Picasso, Andy Goldsworthy and Banksy/ Kara Walker</p>	<p>Artist: Picasso Drawing</p> <p>Use a range of materials creatively to design a product/ artwork, including a link to the focus artist.</p> 		<p>Artist: Andy Goldsworthy Sculpture</p> <p>Use sculpture creatively with a range of techniques (at least 2)</p> 			<p>Artist: Banksy and Kara Walker Print / stencil</p> <p>Use a range of materials creatively to design a product/ artwork, including a link to the focus artist.</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4 Georgia O'Keefe, Chris Ofili, Viking patterns</p>		<p>Artist: Georgia O'Keefe Clay flowers</p> <p>Use sculpture techniques with creativity (inspired by not copied)</p>	<p>Artist: Chris Ofili Drawing / painting</p> <p>Use a range of materials creatively to design a product/ artwork, including a link to the focus artist.</p> 	<p>Artist: Viking patterns Drawing</p> <p>Viking Ship – use of different drawing techniques on shields and sail</p> 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 Egyptian designs, Clarice Cliff, Frida Kahlo</p>		<p>Artist: Egyptian canopic jars</p> <p>2D Painting – Egyptian jars</p> <p>To Use a range of materials creatively to design a product/ artwork, including a link to the focus artist.</p> 		<p>Artist: Clarice Cliff</p> <p>Clay – cups with geometric pattern painted on</p> 	<p>Artist: Frida Kahlo</p> <p>Painting and collage</p> <p>To improve their mastery (control) of art and design techniques for painting.</p> 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6 Jacob Lawrence, Beatriz Milhazes, Pamela Schuller</p>		<p>Artist: Jacob Lawrence</p> <p>Drawing and painting</p> <p>To improve their mastery (control) of art and design techniques for sculpture with a range of materials with creativity.</p> 		<p>Artist: Beatriz Milhazes</p> <p>Collage</p> <p>To improve their mastery (control) of art and design techniques for sculpture with a range of materials with creativity.</p> 	<p>Artist: Pamela Schuller</p> <p>Topic link - To be or not to be, that is the question</p> <p>Sculpture – paper Mache</p> <p>To improve their mastery (control) of art and design techniques for sculpture with a range of materials with creativity.</p> 	

Sketch Books

Key stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

ART		ART		ART	
<ul style="list-style-type: none"> Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers 		<ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied material Learn about great artists, architects & Designers 		<ul style="list-style-type: none"> Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers 	
Sketchbooks to be used with all aspects of art and design	Sketchbooks to be used with all aspects of art and design	Sketchbooks to be used with all aspects of art and design	Sketchbooks to be used with all aspects of art and design	Sketchbooks to be used with all aspects of art and design	Sketchbooks to be used with all aspects of art and design
<ul style="list-style-type: none"> When drawing use a sketchbook When painting use language appropriate to tasks and media and develop a supporting sketch book technique 	<ul style="list-style-type: none"> Use sketchbook- collect, gather info, plan & develop ideas for learning Use sketchbook to record explore and experiment with different media When painting use sketchbook to store information on colour mixing, brush marks, etc. When using textiles –use sketchbooks to develop ideas 	<ul style="list-style-type: none"> In drawing use sketchbook to record media, explore & experiment Plan and collect source material for future learning When painting use sketch book to support work, try out ideas, plan colours, etc. In 3d - use sketchbook to inform, plan, collect and develop ideas In textiles - develop ideas from observational work 	<ul style="list-style-type: none"> Use sketchbook to source drawing and other areas of art When painting use sketchbook to support and inform work in progress In textiles - plan a design in sketchbook and execute it 	<ul style="list-style-type: none"> Process, adapt and change ideas for end-pieces Start to develop own style explore and experiment in sketchbook When painting- record and store information as appropriate In printing develop ideas from sketchbook work experimentations in other areas 	<ul style="list-style-type: none"> Use a sketchbook to collect, record information, plan and explore ideas, refer to and expand media skills/ experimentations Use their sketchbooks to support all they do Experiment with different techniques exploiting ideas from sketchbooks
Review and evaluate in all areas	Review and evaluate in all areas	Review and evaluate in all areas	Review and evaluate in all areas	Review and evaluate in all areas	Review and evaluate in all areas
<ul style="list-style-type: none"> Look at and talk about their own work Starting to talk about own work and that of other artists, crafts people and designers, describing what can be seen and what is felt about their work 	<ul style="list-style-type: none"> Review work and identify changes - how work could be developed further Able to talk about own work and how it was produced as well as talking about the work of artists, craftspeople and designers 	<ul style="list-style-type: none"> Review work, identify changes/modifications and see how work could be further developed Recognise the styles of some artists and beginning to place them in key movements. Experience at working in the style of a few artists but not copied their work 	<ul style="list-style-type: none"> Review work, identify changes/ modifications and see how work could be further developed Able to discuss and evaluate aspects of own work & that of peers Developing knowledge of artists & movements. Able to recognise a range of artists' styles and art forms 	<ul style="list-style-type: none"> Discuss/evaluate work Express ideas, discuss and evaluate work, the work of peers and the work of other artists, craftspeople and designers Able to use an Art vocabulary, talk about what has been done 	<ul style="list-style-type: none"> Review work, identify changes / modifications and see how work can be further developed Evaluate own work and that of others, can compare ideas and methods Able to modify and improve own work to realise intentions