



Art Overview

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
<p>Let's Explore (World) & Build it up (World)</p> <p>Let's Explore: In this project, children learn to draw the human form from observation or memory. They are introduced to painting techniques and supported to paint images from memory, observation or their imagination.</p> <p>Build It Up: In this project, children develop their printing skills. They print brick patterns, buildings and their features from observation, memory or imagination.</p>	<p>Mix It (Y1): In this art and design project, children are introduced to colour theory. They revisit the names of the primary colours and use them to make the secondary colours. They explore ways of making hues by varying the amount of each primary colour that they mix. They explore and describe the use of colour in various paintings from different artists and genres and describe them using colour-related vocabulary. They paint a simple colour wheel and use primary and secondary colours to paint a colourful, patterned composition.</p>	<p>Mix It (Y2): In this art and design project, children revisit colour theory, including recalling the names of the primary colours and how to use them to make the secondary colours. They explore ways of making hues by varying the amount of each primary colour that they mix. They explore and describe the use of colour in various paintings from different artists and genres and describe them using colour-related vocabulary. They paint a simple colour wheel and use primary and secondary colours to paint a colourful, patterned composition.</p>	<p>Contrast and Complement (Y3): In this art and design project, children build on learning from the projects Mix It (Y1) and Mix It (Y2), revisiting and extending their understanding of colour theory by learning about colour families, including analogous, complementary, warm, cool and tertiary colours. Children are introduced to watercolour paint and explore the properties and techniques of watercolour painting. They revisit the concept of a colour wheel from their earlier learning and paint colour wheels to record each colour family. They also analyse a favourite painting to make and mix its colours accurately, using them to design and create an imaginative colour composition.</p>	<p>Contrast and Complement (Y4): In this art and design project, children build on learning from the projects Mix It (Y1), Mix It (Y2) and Contrast and Complement (Y3), revisiting and extending their understanding of colour and colour theory by learning about colour families, including analogous, complementary, warm, cool and tertiary colours. Children are introduced to watercolour paint and explore the properties and techniques of watercolour painting. They revisit the concept of a colour wheel from their earlier learning and paint colour wheels to record each colour family. They also analyse a favourite painting to make and mix its colours accurately, using them to design and create an imaginative colour composition.</p>	<p>Tints, Tones and Shades (Y5): In this art and design project, children revisit and extend their understanding of colour theory previously studied in the projects Contrast and Complement (Y3) and Contrast and Complement (Y4). They are introduced to the terms tint, tone and shade, and learn how to mix tints, tones and shades of colour with systematic accuracy. They study how artists use tints, tones and shades in landscape painting, building on their understanding of the genre previously explored in the Y4 project Vista. They explore ways that tints, tones and shades can be used in paintings to represent light, shadow and perspective.</p>	<p>Tints, Tones and Shades (Y6): In this art and design project, children revisit and extend their understanding of colour theory previously studied in the projects Contrast and Complement (Y3), Contrast and Complement (Y4) and Tints, Tones and Shades (Y5). They are introduced to the terms tint, tone and shade, and learn how to mix tints, tones and shades of colour with systematic accuracy. They study how artists use tints, tones and shades in landscape painting, building on their understanding of the genre previously explored in the Y4 project Vista. They explore ways that tints, tones and shades can be used in paintings to represent light, shadow and perspective.</p>
<p>Marvellous Machines (World) & Puppets and Pop Ups (Exp Art and Design)</p> <p>Marvellous Machines: In this project, children use paint programs to create artwork. They explore how to use 2-D and 3-D objects to create transitional digital art. They develop their drawing skills and are encouraged to look closely at objects as they draw. They are introduced to printmaking and use simple print blocks and rollers to create artwork.</p> <p>Puppets and Pop Ups: In this project, children are introduced to simple threading and sewing to create fabric swatch artwork.</p>	<p>Funny Faces and Fabulous Features: In this art and design project, children are introduced to the theme of portraiture. They explore the meaning of the term 'portrait' and look at and talk about examples from different artists and genres. They are introduced to the term 'collage' and use paper, fabric and digital software to make 'funny face' imaginative portraits. They explore how facial features and expressions make a portrait interesting and use a range of textural materials to compose a self-portrait with details like eyebrows, teeth, lips and hair.</p>	<p>Still Life: In this art and design project, children are introduced to the term 'still life'. They observe and make thumbnail sketches of famous life artworks and discuss the use of visual elements, including subject matter, colour, composition and texture. They study still life paintings by significant artists, including Paul Cézanne, Vincent van Gogh and Georges Braque, and explore the use of colour in more depth by identifying colours in a small section of a painting and mixing and matching colours. In a carousel of activities on the theme, children practise drawing an object first hand, drawing outlines and making fo with texture from clay. They use their learning to organise a still life paint it using powder paint.</p>	<p>Prehistoric Pots: In this art and design project, children learn about the cultural and artistic significance of Bell Beaker pottery and make preliminary sketches of the form, shape and pattern of the pots. They build on their previous learning about the properties of clay from the Y2 project Flower Head to extend their clay skills to include rolling coils, making and using slip and joining clay. They use these skills to explore ways to add decoration and embellishment to clay slabs in the style of Bell Beaker pottery. They consolidate their understanding by making a pot in the Bell Beaker style, using pinching, coiling and pattern making.</p>	<p>Warp and Weft: In this art and design project, children revisit the method of loom weaving studied in the Y3 project Beautiful Botanicals. They explore the craft of weaving through time and learn about the properties of yarns, including how they vary in texture, colour and type. They sort yarns into colour groups, such as warm or cool colours, and record their findings in a sketchbook. They make mini loom weavings and progress to learning how to weave shapes. Children use their weaving skills and knowledge of yarn properties to design and create a wall hanging.</p> <p>Invasion: This history project is taught alongside the art and design project Warp and Weft and connects with children's understanding of Celtic culture.</p>	<p>Taotie: In this art and design project, children are introduced to cast making and casting. They explore the cultural significance of the taotie motif in ancient Chinese culture and learn about the process of bronze piece mould casting. They build on their understanding of malleable materials and learn casting techniques with silicone, paper and clay.</p> <p>They use their knowledge of casting methods to make a taotie relic using a clay mould and plaster cast. Children revisit the medium of watercolour introduced in the projects Contrast and Complement (Y3) and Contrast and Complement (Y4) to add colour to their plaster taotie pieces.</p> <p>Dynamic Dynasties: This history project is taught alongside the art and design project Taotie and connects with children's understanding of the Shang Dynasty and its significant technological and artistic advances.</p>	<p>Trailblazers, Barrier Breakers: In this art and design project, children explore the work of barrier breaking black artists. They research the pieces of a favourite artist then create and present a digital mood board about their works and significance. The children explore how artists portray narrative and meaning in their work and make replicas of a piece of art, working in the style of a specific artist. Children use a sketchbook to develop sketches based on their ideas about human rights, equality and race represented in the artworks studied.</p>
Spring						
<p>Long Ago (World) & Stories and Rhymes (Literacy)</p> <p>Long Ago: In this project, children refine their drawing skills and explore how to draw straight and curvy lines, spirals and simple 2-D shapes. They explore colour mixing and make tints and shades by adding white and black to coloured paint. The children build on their knowledge of the human form and draw and paint portraits of themselves and significant people from history. They are introduced to works of art by significant portrait artists, including Vincent van Gogh and Rembrandt. Children explore the properties of clay by rolling, shaping and marking.</p> <p>Stories and Rhymes: In this project, children develop their understanding of colour mixing using primary colours.</p>	<p>Rain and Sunrays: In this art and design project, children are introduced to the method of collagraph printmaking. They are introduced to the term 'motif' and practise making simple weather motifs using transient materials. They learn about the visual elements of line and shape and their importance in printmaking. Children use the collagraph method to design and make a simple print block on the theme of weather symbols then make single and repeated patterns.</p>	<p>Flower Head: In this art and design project, children build on their understanding of sculptural forms through the subject matter of flow. They build on their earlier experiences of relief sculpture in the Y1 project Street View. Children draw from direct observation, both in and out of the classroom and study floral art from different artists and genres, focusing on how artists use visual elements to create interesting pieces.</p> <p>In practical activities, children explore the properties of shape, form, texture, colour and pattern and use various materials to make simple forms. Children are introduced to the Japanese artist Yayoi Kusama and her giant flower sculptures. They use paper or clay to make 3-D flower sculptures in her style.</p> <p>Plant Survival: This science project is taught alongside the art and design project Flower Head and connects with children's understanding of plant parts and growth.</p>	<p>Ammonite: In this art and design project, children revisit the theme of nature as a starting point for artwork studied previously in the Y2 project Flower Head. They use fossils and other natural forms to create a suite of work that includes printmaking and clay sculpture. Children are introduced to drawing techniques, including simple line drawing, shading and crosshatching, to portray form in pencil drawings.</p> <p>They build on their understanding of motifs explored in the Y1 project Rain and Sunrays by designing a motif. They use the motif in prints using one or two colours and make a 3-D sculpture of a natural form in clay, building on their previous experiences of clay sculpture.</p>	<p>Vista: In this art and design project, children revisit the theme of landscapes from the Y3 project People and Places. They explore and discuss examples of famous landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences.</p> <p>Children are introduced to atmospheric perspective and explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images. Children use their knowledge about warm and cool colour families, introduced in the projects Contrast and Complement (Y3) and Contrast and Complement (Y4) to compare and contrast the use of colour in landscape art. They create a landscape using a photograph as a starting point.</p>	<p>Line, Light and Shadows: In this art and design project, children explore the visual qualities of line, light and shadow. They build on their previous knowledge of the visual elements of line to explore how significant artists, such as Pablo Picasso and Rembrandt, use line to create exciting and innovative art. Children are introduced to a range of shading techniques, including crosshatching, scribbling, ink wash and contouring. They use digital equipment to take black and white photographs and use pencils, pens and ink washes to reimagine their photographs in a shaded drawing.</p>	<p>Inuit: In this art and design project, children learn about art, craft and traditions from the Inuit culture. They revisit the theme of animals in art, previously studied in the Y4 project Animal and observe the style and methods used by Inuit artists and craftspeople. Significant Inuit artists studied include Kenoiak Ashevak, Jessie Onark, Karoo Ashevak, David Ruben Ptiquouk, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.</p> <p>Frozen Kingdoms: This geography project is taught alongside the art and design project Inuit and connects with children's understanding of Inuit culture, in particular their relationships and beliefs about the natural world. It is also taught alongside the art and design project Environmental Artists and connects with children's understanding of environmental conservation.</p> <p>Children build on their experience of reduction printing previously studied in the Y3 project Ammonite to create detailed drawings of traditional carvings. Children carve simple lines and animal shapes into soap blocks. They are introduced to the stencilling technique and study the significance and artistic elements of the famous print The Owl. Children develop their ideas about a stencil print, combining ideas from printed examples and images of animals. They make stencils using card or acetate and make a series of prints using chosen colour combinations.</p>
<p>Ready Steady Grow (World) & Signs of Spring (World)</p> <p>Ready Steady Grow: In this project, children explore transitional art as they use natural materials to make patterns and images. They also develop their printing skills as they use natural objects to print and create artwork. The children further develop their knowledge and skills of colour mixing.</p> <p>Signs of Spring: In this mini seasonal project, children talk about their artwork and describe the tools and techniques they used.</p>			<p>People and Places: In this art and design project, children revisit the genre of figure drawing first studied in the Y2 project Portraits and Poses. They learn more about the genre by studying the works of various artists, including an in-depth study of LS Lowry's work. They learn how to draw quick sketches and more detailed drawings of the human form and are introduced to the concept of narrative in art. They study features of urban landscapes, first explored in the Y1 project Street View, and make exploratory studies using sketches, photography and digital collages. They work outdoors in sketchbooks to capture the characteristics of their school in the style of LS Lowry's <i>Coming Out of School</i>.</p>	<p>Animal: In this art and design project, children revisit nature as a starting point for artwork. They learn how animals have inspired artists to create artworks in various forms, such as sculpture, and compare examples from different times and cultures. Children are introduced to drawing animal forms and studying the patterns, textures and colours observed on animal coverings.</p> <p>Children revisit clay skills, such as rolling, coiling, joining and making slip, introduced in the Y3 project Prehistoric Pots. They use their skills and knowledge of animal forms to create a 3-D clay sculpture in the style of a Bankura horse.</p>	<p>Nature's Art: In this art and design project, children revisit the theme of nature and natural forms previously studied in the Y3 projects Ammonite and Beautiful Botanicals. They are introduced to the genre of land art and learn about the materials used by artists. They work outdoors to sketch and photograph natural forms and explore the artistic potential of natural and seasonal materials. They work collaboratively to create art in the outdoors and record their work using photography. Children use their knowledge and experience to develop small scale gallery installations.</p>	<p>Environmental Artists: In this art and design project, children revisit the theme of nature and land art studied in the Y5 project Nature's Art. They are introduced to the genre of environmental art and study ways that artists address environmental issues through their work.</p> <p>Children collect and explore found and recycled materials and use them to create artworks with an environmental message. They record their work using digital technology and manipulate images using video editing software.</p>
Summer						

<p><i>Animal Safari (World) & Creep, Crawl and Wiggle (World)</i></p> <p>Animal Safari: In this project, children create artwork on the theme of animals. They look carefully at animals and their features to make observational drawings. They revisit printing introduced in Marvellous Machines and create animal pattern-inspired prints.</p> <p>Creep, Crawl and Wiggle: In this mini project, children develop their knowledge of significant works of art introduced in Long Ago to explore <i>The Snail</i> by Henri Matisse. They also make models from clay.</p>	<p>Street View: In this art and design project, children are introduced to relief sculpture and mural making. They observe local buildings and their features, take photographs and make simple thumbnail sketches. They explore and compare art on the theme of urban landscapes and discuss how they are similar or different. They are introduced to American artist James Rizzi's work and are taught about his techniques and use of bright and lively colours. They revisit previous learning about the colour wheel from the project Mix It (Y1) before working collaboratively to make a relief mural about their local community in the style of James Rizzi.</p>	<p>Portraits and Poses: In this art and design project, children revisit the theme of portraiture initially studied in the Y1 project Funny Faces and Fabulous Features and the concept of monarchy introduced in the Y1 project Bright Lights, Big City. Children are introduced to Tudor portraiture and study their style and symbolic importance. They make simple sketches of each other holding a pose or prop to mimic symbolism in Tudor art. They use art software to create simple line drawings from their initial studies, building on their experiences with art software in the Y1 project Funny Faces and Fabulous Features. Children also learn about methods of modern portraiture, using digital devices to take photographs of each other. They edit their portraits, using art software to create a regal portrait.</p> <p>Magnificent Monarchs: This history project is taught alongside the art and design project Portraits and Poses and connects with children's understanding of monarchy and power.</p>	<p>Beautiful Botanicals: In this project, children revisit the idea of nature as a starting point for art, explored in projects, such as Flower Head and Ammonite. They explore the genre of botanical art and use natural materials from the local environment to create a botanical weaving. They investigate the botanical subject matter by making sketches and colour studies. Children are introduced to the work of botanical artists and make observations about the similarities and differences across the genre. They use their drawings as inspiration for a two-colour botanical print and use what they have learned throughout the project to create a detailed botanical painting of fruit.</p>	<p>Statues, Statuettes and Figurines: In this art and design project, children revisit the theme of figurative art, last studied in the Y3 project People and Places. They explore the three-dimensional representation of the human form in sculpture, including statues, statuettes and figurines. They learn about the purpose and characteristics of each type of sculptural form and study examples from ancient civilisations, including ancient Egypt, ancient Sumer and the Indus Valley. Children draw examples from the ancient civilisations and practise clay sculpting skills. They use their clay skills and knowledge of Sumerian sculpture to create a Sumer-style figurine.</p>	<p>Mixed Media: In this art and design project, children revisit the art of collage-making introduced in the projects Funny Faces and Fabulous Features and Animal. They explore the potential of paper and papermaking and try out the crafting techniques of paper folding, quilling, marbling and decoupage. They explore paper collages and learn how this technique can represent the visual elements of texture, line, colour and shape. They explore artworks from the past and present that use mixed media and study them in detail to identify similarities and differences. They use their learning to create a final piece of small-scale, mixed media collage.</p>	<p>Distortion and Abstraction: In this art and design project, children explore the artistic concepts of abstraction and distortion. They learn about the Abstract art movement and some of its derivative movements, including Cubism and Orphism. They study the visual characteristics of abstraction, including line, shape and colour, and learn how to create abstract art using each visual element. They use their knowledge of the visual elements of abstraction and the concepts of Orphism to create a musically-inspired abstract painting.</p>
<p><i>On the Beach (World) & Move it (PD) & Moving on (PSED)</i></p> <p>On the Beach: In this seasonal project, children create artwork in response to images of the sea. They explore further works of art by the artist Henri Matisse and develop their scissor skills to make collages.</p> <p>Moving On: In this transition project, children apply their drawing and painting skills to create self-portraits.</p>			<p>Mosaic Masters: In this art and design project, children learn about the cultural and artistic significance of mosaic making. They explore Roman mosaics and make sketches to record the pattern and colours typical of the period. They use mosaic-making techniques to make small samples using pre-cut foam, foil or paper tesserae. Children develop their ideas further by using pre-cut stone tesserae to create a simple mosaic border tile.</p>	<p>Islamic Art: In this art and design project, children build on their understanding of motifs previously studied in the projects Rain and Sunrises and Flower Head. They explore geometric shapes in Islamic art and learn how to use them to create simple and complex motifs. They explore circles as a basis for patterns and make motifs and patterns using a traditional pencil and compass technique. Children explore ways of creating and using grids to create repeat patterns. They build on their previously learned clay skills to create relief sculptures based on geometric motifs.</p>	<p>Expressionism: In this art and design project, children revisit the theme of portraiture previously studied in Funny Faces and Fabulous Features, Portraits and Poses and People and Places. They learn about the characteristics of the Expressionist art movement and explore the work of the 'Father of Expressionism', Edvard Munch, to find out about the techniques, features and significance of his work. Children explore different ways to portray feelings and emotions in art, including sketching self-portraits, portrait photography and colour theory. They apply their learning to create an imaginative self-portrait that expresses an emotion or feeling.</p>	<p>Bees, Beetles and Butterflies: In this art and design project, children revisit the theme of nature and the natural world as a starting point for their art, previously studied in the projects Animal, Beautiful Botanicals and Ammonite. They explore observational drawings of insects and revisit mixed media collages from the project Mixed Media. They learn about the significant printmaker, Andy Warhol, and use what they have learned to create Pop Art bees. They consolidate their learning to make a final artwork inspired by bees, beetles or butterflies.</p>