





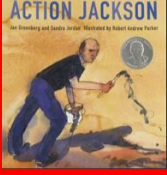


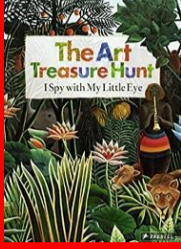






EYFS		
Topic	Ideas and links to Cherry Garden	Photos
Lets sing a song	Link to humpty Dumpty– Fill eggs with paint and splat Branch 5 Know that their movements can make makes and show interest in the effects.	 A collage of images showing paint-filled eggs. One image shows a tray of paint pots. Another shows a splatter of paint on a white surface. A third shows a splatter of paint on a white surface with the text 'paint filled eggs SPLATTER ART FOR KIDS'.
What's in your toybox?	Place a laminated picture of their favourite toy behind the paint.- Branch 6-Experiments with shape, colour and marks.	 A photograph of a child's artwork. It features a white sheet of paper with colorful vertical stripes. A pair of scissors and several markers are scattered around the paper.
Animals	Marbling sea creatures- Branch 7- experiment with changing colours in different ways	 A collage of five marbled sea creatures, including jellyfish and a squid, each on a different colored background (green, red, orange, yellow, blue).
Tickles my taste buds	Fruit faces-Cutting Branch 4– explores and experiments with a range of materials through sensory exploration. Branch 6- shows an awareness of a purpose of tools	 Two photographs of fruit faces. The first is a large, detailed sculpture of a man's face made from various fruits and vegetables. The second is a simple fruit face made from a watermelon slice, with grapes for hair and cherry pits for eyes.
Community heros	Making uniforms using texture- Branch 6– explore a range of construction materials Branch 8– notices different textures and describes the texture of things	 A photograph of a child's artwork showing a figure made from various textured materials like paper, fabric, and cardboard, representing a uniform.
Seaside	Salt dough shells printing- Branch 8- Selects and uses tools to assemble and join material Branch 6– experiment with shape colour and marks Branch 9-intentallly manipulates materials to achieve effect	 A photograph of two salt dough shell fossils. The text 'DIY salt dough shell fossils' is written above them, and 'THE IMAGINATION TREE' is written below them.

Year 1						
https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-1/						
	Me, My Friends and I	This Little Light of Mine	If You're Happy and You Know it	Wild World	I'll Huff and I'll Puff	Let it Grow
	Painting  Action Jackson book  Mix it Up mouse paint	3D Light box and materials 	Collage	Artist Study: Rousseau  The art treasure hunt		
	 Visit an art gallery together.	 To use role-play to explore being a construction worker creating towers and other 3D sculptures.	 Take pictures in the local community to use in collage	 Follow instructions on an art treasure hunt.		
Year 1	Exploratory To explore with an adult different ways to make marks with paint. Use large tools and large paper. To make marks using different colours and tools. To explore paint and colour using all their senses. To observe an adult create a kinaesthetic painting and show curiosity. To participate with an adult to explore kinaesthetic painting on a large scale. To use symbols to say whether they like or not like something.	To be able to stack objects on the light box putting one on top of each other with the support of an adult To enjoy the sensation of them falling and then building again. To use the sketchbook to review these explorations by taking pictures and then reviewing them with child. To participate in creating a musical instrument with adult and enjoy the sensory exploration of creating sounds and making marks to decorate. To use pupil voice to evaluate the tasks. To use sensory apps to make marks and glow in the dark drawing boards.	To explore collage materials using their senses. To make collections in their sketchbooks of materials that interest them and that they enjoy exploring. To enjoy exploring the colours and choose ones that they like. To make collections of colours in sketchbooks. To use communication board to indicate primary colours. To help the adult to glue and stick collage materials to create a piece of work.	To participate in sensory exploration of Rousseau's jungle paintings using 3D materials. To use pupil voice to show their response to the activity.		
	Functional To use a variety of tools and materials with support to explore the senses – natural brushes, painting with different textures,	To use the light box explore light and shadow using objects. To create towers on the light box from a choice of objects.	To begin to examine and sort collage materials in their sketch books To use communication boards to name	To explore Rousseau's jungle paintings using collage) to create pieces of work for their sketch books with adult support		

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	<p>spices in paints, teabags.</p> <p>To explore brush strokes – thick, thin, dabbing, blowing, swiping and stippling.</p> <p>To explore the primary colours and begin to name them using communication boards.</p> <p>To explore the work of Jackson Pollock – looking at how he created Kinaesthetic (movement) pieces look at the book Action Jackson.</p> <p>To use Jackson Pollock's art work to create their own art pieces by using some of the techniques they have explored.</p> <p>To use communication boards to decide what colours and materials they would like to use.</p> <p>To use pupil voice to evaluate their final piece.</p>	<p>To record their experiments by taking pictures and putting them in their sketchbooks with the support of an adult.</p> <p>To explore making and decorating their own shakers, musical instruments or wind chimes and begin to use some tools more independently.</p> <p>Make some choices as to what materials they are going to use.</p> <p>To use pupil voice to evaluate their piece of work.</p> <p>To begin to explore the language of sculpture – sculpture, model, 3D, build, balance, materials.</p>	<p>colours and look at properties of materials – shiny/ dull etc</p> <p>To experiment with different collage effects – cutting/ tearing / overlapping – which do they like best?</p> <p>To be able to choose some of these collage materials and techniques to create their own work</p> <p>To know that they need glue to stick collage materials</p> <p>To explore colours and how they make you feel .Record these in sketch books.</p> <p>To choose an emotion and create a responsive piece using bleeding tissue paper technique and collage.</p> <p>To use pupil voice to evaluate their final piece.</p> <p>To develop the vocabulary of collage – cut/ tear/ stick/ glue/ colours</p>	<p>To use communication boards to respond to art work both those they have made and that of Rousseau.</p> <p>To use the book Art Treasure Hunt to find objects in the painting.</p>		
<p>Core</p>	<p>To use a variety of tools and materials to explore the senses – natural brushes, painting with different textures, spices in paints, teabags. Begin to say whether they like the effects or not.</p> <p>To purposefully explore brushstrokes and create different types intentionally using techniques such as thick, thin, dabbing, blowing, swiping and stippling.</p> <p>To use their sketchbooks to record their explorations and use symbols too annotate and comment.</p>	<p>To use the light box to create their own towers/ sculptures. Think about the effects they want to create and how they can balance objects. Make changes until they like what they have created.</p> <p>To evaluate their pieces using pupil voice and use camera to capture their piece and put in their sketch books.</p> <p>To begin to use some tools such as scissors independently when producing their work</p> <p>To choose their own materials from a choice to create their pieces of work</p>	<p>To explore collage materials and identify their properties – sorting like for like in their sketch books.</p> <p>To choose colours and gather materials for their final piece from a choice.</p> <p>To use communication boards to make choices and give reasons for their choices when working creatively.</p> <p>Use a communication board to say what their piece of work means e.g what emotion it represents.</p>	<p>To explore the work of Rousseau using collage to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about Rousseau's work.</p>		

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	<p>To explore what happens</p> <p>To mix primary colours together to discover what colours are produced.</p> <p>To use the book "Mix it Up " to explore colour mixing.</p> <p>To express opinions on the work of Jackson Pollock and give an emotion response.</p> <p>To use and understand the vocabulary of painting red, yellow, blue, orange, green, purple paint, dab, stipple, swipe, thick, thin, brush</p>	<p>– before they begin creating.</p> <p>To use and understand the vocabulary of sculpture: sculpture model, 3D, build, balance, materials.</p>	<p>Indicate when they have finished their piece of work.</p> <p>Use and understand the vocabulary of collage – tear/ rip/ cut/ stick/ finished / texture</p>			
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Year 2							
https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-2/							
Year 2		Helping Hands	Celebrate Good Times	Super Me	Circle of Life	Where in the World?	Imagination Station
		Drawing		Artist Study – Andy Warhol	Textiles <i>Ask families to bring in a white T shirt to decorate</i>		Printing/Mixed media Mixer piece – create own works of art 
		 Create portraits of people who help us.		 Use healthy foods to inspire art.	 Visit a local shop to investigate fabrics.		 Use exercise (bike rides, walking etc) as a stimulus for summer themed art.
Exploratory	<p>To use their senses to explore the different marks that they make – chalk, water, foam, aqua doodle, glow art, lumi-boards etc</p> <p>To begin to look at the marks they make.</p> <p>To watch an adult make marks and show curiosity.</p> <p>To participate and make marks on a hand outline with some adult encouragement.</p> <p>To explore the work of Picasso with an adult using the IPad.</p>		<p>To show curiosity and participate when exploring Pop Art with an adult.</p> <p>To use pupil voice to show their response to the activity.</p>	<p>To explore African textiles using their senses.</p> <p>To make collections in their sketchbooks of materials that capture their interest.</p> <p>To use block prints to create their own African textile with some adult support to keep them on task.</p> <p>To help the adult and show curiosity in the process of tie dying.</p> <p>To help the adult to cut out shapes from fabric (use squeeze scissors) and glue them on the T-shirt.</p>		<p>To explore with an adult different printing techniques and together choose some of these to put in their sketchbooks.</p> <p>To begin to explore more independently creating their own marks with printing tools, enjoying the sensation and looking at the marks they have made.</p> <p>To make collections of objects together that relate to the theme summer and explore them physically and using their senses.</p> <p>Take part in process art to create a piece of work, help the adult and show some attention and curiosity.</p> <p>To use pupil voice to evaluate their experiences.</p>	
Functional	<p>To copy the adult and different tools to explore lines of varying thickness and types.</p> <p>To use different materials to explore marks and lines – chinks, pastels charcoal , pen, felt tips, IPad apps, sensory materials etc.</p>		<p>To explore pop art (Andy Warhol) using cameras and IPad (pop art lite) to create pieces of work for their sketch books with the support of an adult.</p> <p>To use communication boards to respond to art work both those they have made and that of pop artists.</p>	<p>To examine African textiles – make collections in their sketch books of ones that they like. (textile mood board)</p> <p>To use block printing to create their own African textiles.</p> <p>To participate in the process of tie-dyeing and what tie-dyeing looks like.</p>		<p>To explore different printing techniques – string, Styrofoam, multi-media, fruit , potato etc with the support of an adult.</p> <p>To document Their work in their sketch books.</p> <p>To examine their sketch books and review all the different techniques that they have used</p>	

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	<p>To record their findings in their sketch books</p> <p>To choose some of their favourite marks to decorate outlines of their hands.</p> <p>To discover the work of Picasso and create their own Picasso faces.</p> <p>To use the app ArtLab To create an impressionist face.</p> <p>To develop the language of drawing: line, thick, thin, portrait, self-portrait, bold,</p>			<p>To know that you need to scrunch, fold or coil up the t-shirt tightly and secure with elastic bands and do this with teacher support.</p> <p>To use tie-dying technique to create a t shirt.</p> <p>To cut out fabric shapes from felt and fabric and attach these to T shirt using fabric glue and running stitch with support.</p> <p>To develop the vocabulary of textiles – fabric, dye, scrunch, tie, fold, needle, thread, shape, colour.</p>		<p>over the year. Which did they enjoy most?</p> <p>To create a multi-media piece process art based around the theme of summer.</p> <p>To choose some of the colours and materials needed from a choice given by the adults.</p> <p>To use some of the tools – brushes, scissors, glue, rollers etc with increasing independence</p> <p>To develop the language of printing, colour, shape, object, press, line stamp, roll, mark.</p>
Core	<p>To use tools independently to explore the different types of lines they can make.</p> <p>To use different materials to create different types and thicknesses of lines.</p> <p>To begin to notice the effects that they are making and create these effects intentionally.</p> <p>To decide on the materials and tools that they need to decorate their hand outline before they begin to create it.</p> <p>To respond to the work of Picasso using a communication board.</p> <p>To create their own Picasso portrait giving thought to where they place features.</p> <p>To evaluate their work using communication boards.</p> <p>To use and understand the language of drawing line, thick, thin, portrait, self-portrait, bold, fine</p>		<p>To explore pop art (Andy Warhol) using cameras and IPad to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about Andy Warhol's work.</p>	<p>To explore African textiles and identify patterns, colours and shapes that they see. Make collections in their sketchbooks and annotate their observations using symbols.</p> <p>To use their findings to make a block print with support to create their own African textile.</p> <p>To use scissors, needles and fabric glue with some control when working creatively.</p> <p>To use communication boards to make choices about their T Shirt – what colours? What shapes? What fabric?</p> <p>To choose colours and gather materials for their final piece from a choice.</p> <p>To use and understand some vocabulary of textiles – fabric, dye, scrunch, tie, fold, needle, thread, shape, colour.</p>		<p>To explore different printing techniques to create different effects – record their experiments in their sketchbooks.</p> <p>To examine and evaluate the techniques that they have used over the year by looking through their sketch books.</p> <p>To use some of these techniques to create a piece of process art based on the theme summer.</p> <p>To create a mood board to help them create their piece of work - including colours/ pictures / words and symbols.</p> <p>To use this mood board to choose colours and materials to use in their piece.</p> <p>To evaluate you're their work using communication boards.</p> <p>To use and understand some vocabulary of printing colour, shape, object, press, line stamp, roll, mark.</p>

Year 3							
https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-3/							
Year 3		We Like to Move it, Move it	Curious Creators	Mad as a Hatter	Brilliant Bolton	Feel the Force	Friends Help us Grow
		3D		Collage	Artist Study: Lowry	Amy Shackleton gravity art (link to DT)	Painting Camille and the Sunflowers 
		 Have a relay race, collecting materials to build up the shape of a body.		 Mad Hatter's Tea party, making their own costumes, table cloths etc.	 Take photos in town to inspire art.		 Grow your own sunflowers
Exploratory	<p>To explore their senses with an adult and show some interest and intention to create marks.</p> <p>To make marks in response to music.</p> <p>To see, feel, touch and smell materials.</p> <p>To respond to an image of themselves, making marks on a mirror.</p> <p>To respond to creating a paper tile by joining in with cutting, sticking and places paper on the tile with adult support.</p> <p>To watch the adult scrunching up tinfoil and join in.</p> <p>To use pupil voice to respond to Giacometti.</p>		<p>To feel and touch materials.</p> <p>To make collections of materials that interest them and choose some for their sketchbooks.</p> <p>To watch an adult tear, rip, stick and cut and join in at times.</p> <p>To choose materials to collage their piece of work.</p> <p>To use pupil voice to express an opinion about the activity.</p>	<p>To look at Lowry's paintings and use a communication board to express their opinion.</p> <p>To participate in mark making in response to Lowry.</p>	<p>To look at Amy's paintings and use a communication board to express their opinion.</p> <p>To participate in mark making in response to her work.</p>	<p>To look at sunflowers closely and respond creatively to a tuff spot with sunflowers, paint, brushes and other materials.</p> <p>To explore sunflowers and Van Gogh's painting using sensory materials.</p> <p>To participate in sensory exploration both of sunflowers and starry night and show curiosity.</p> <p>To create their own response to the artwork using paint.</p> <p>To use brushes and paint appropriately.</p> <p>To use pupil voice to express an opinion about the activity.</p>	
Functional Bridge	<p>To explore with their senses and make marks.</p> <p>To make marks in response to music.</p> <p>To respond to an image of themselves, making marks on a mirror.</p> <p>To respond to creating a paper tile by joining in with cutting, sticking and placing paper on the tile.</p>		<p>To explore collage materials and identify their properties – sticking materials of interest in their sketchbooks</p> <p>To explore different collage techniques in their sketchbooks – cutting, tearing, gluing – following a model</p> <p>To choose colours and gather materials for their</p>	<p>To explore the work of Lowry using mixed media to create pieces of work for their sketch books with support.</p> <p>To use pupil voice to communicate thoughts about Lowry's work</p>		<p>To look at sunflowers closely and respond creatively to a tuff spot with sunflowers, paint, brushes and other materials.</p> <p>To follow an adult model to respond to sunflowers in different ways. (eg. Drawing, taking photos painting)</p> <p>To express an opinion on the work of Van Gogh and say how it makes</p>	

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	<p>To examine the work of the artist Giacometti. Use pupil voice to express an opinion.</p> <p>To use the Ipad to take photographs of their friends in different poses and choose which ones to add these to their sketch book.</p> <p>To use their photographs as an inspiration create tinfoil sculptures in the style of Giacometti with adult support.</p> <p>To begin to be more independent when using art tools – scissors, glue etc</p>		<p>final piece from a choice.</p> <p>To use the theme of Alice in Wonderland to create collage pieces using the techniques that they have explored.</p> <p>To use communication boards to make choices and give reasons for their choices when working creatively.</p> <p>To indicate when they have finished their piece of work.</p> <p>To understand the vocabulary of collage – tear/ rip/ cut/ stick/ finished / texture</p>			<p>them feel through speech, sign or symbols.</p> <p>To use paint to create their own responses to the sunflower paintings.</p> <p>To mix paints and label what they find with adult support.</p> <p>To explore how to create different brushstrokes and effects following a model.</p> <p>To examine the painting "Starry Night" and contrast this with the sunflowers. Express which they like best. Look at the colours they use.</p> <p>To use paint and mixed media to create their own starry nights, using some techniques they have learnt with more independence.</p>
<p>Functional</p>	<p>To explore the senses using different media – smelly paint, different textures, paint blindfolded, and paint to music. Record in sketchbooks.</p> <p>To use observational drawing skills to look in a mirror and draw themselves.</p> <p>To explore paper sculpture techniques – rip, fold, twist, cut, bend, crimp, curl loop...</p> <p>To create textural tiles using the techniques they have explored. Put everyone's together to create a large sculpture.</p> <p>To examine the work of the artist Giacometti. Use pupil voice to express an opinion.</p> <p>To use the Ipad to take photographs of their friends in different poses and</p>		<p>To explore collage materials and identify their properties – sorting like for like in their sketch books.</p> <p>To explore different collage techniques in their sketchbooks – cutting, tearing, gluing.</p> <p>To choose colours and gather materials for their final piece from a choice.</p> <p>To use the theme of Alice in Wonderland to create collage pieces using the techniques that they have explored.</p> <p>To use a communication board to say what their piece of work means e.g what emotion it represents.</p> <p>To indicate when they have finished their piece of work.</p> <p>To use and understand the</p>	<p>To explore the work of Lowry using mixed media to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about Lowry's work</p>	<p>To explore the work of Amy using mixed media to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about her work</p>	<p>To use their observation skills to look closely at sunflowers and paint them from observation.</p> <p>To study sunflowers – paint, pencil, mixed media, photography, clay and document their explorations in their sketch books.</p> <p>To examine the work of Vincent Gogh via the story Camille and the Sunflowers. Express an opinion on the work and say how it makes them feel.</p> <p>To use paint to create their own responses to the sunflower paintings.</p> <p>To use primary colours to create their own colour pallets and explore what happens when they are combined.</p> <p>To explore what happens if you add black or white to</p>

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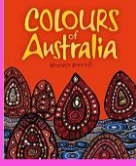




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	<p>choose which ones to add these to their sketch book.</p> <p>To use their photographs as an inspiration create tinfoil sculptures in the style of Giacometti .</p> <p>To explore the language of sculpture sculpture model, 3D, build, balance, materials.</p>		<p>vocabulary of collage – tear/ rip/ cut/ stick/ finished / texture</p>			<p>the colours. Record in sketch books</p> <p>To explore how to create different brushstrokes and effects.</p> <p>To examine the painting "Starry Night" and contrast this with the sunflowers. Express which they like best. Look at the colours they use.</p> <p>To use paint and mixed media to create their own starry nights, using some techniques they have learnt with more independence.</p> <p>To explore the language of painting – colour names, primary colours, tint, shade, warm colours, cool colours, brushstrokes, dab, bold, thick, and thin.</p>
<p>Core</p>	<p>To creatively explore a range of materials and techniques using their senses.</p> <p>To evaluate their work and create an annotated sketchbook page.</p> <p>To explore and evaluate different techniques of paper sculpture and ways of joining – roll, twist, fold, tabs, loop, curl, pleat, spiral</p> <p>To create a paper sculpture tile purposefully selecting tools and techniques before they begin.</p> <p>Use tools confidently and independently.</p> <p>To evaluate their piece of work saying what they may do differently, what they like and what they could improve upon.</p> <p>To begin to be more independent when working – taking</p>		<p>To explore a range of materials creatively and have some understanding of what effects they can create using them.</p> <p>To carefully select materials to put in their sketchbooks exploring their properties using mind maps.</p> <p>To decide what materials and tools they need to create their collage piece before they start their work</p> <p>To know when their piece of work is finished and then evaluate what they have done.</p>	<p>To use a range of materials to explore the artist Lowry .</p> <p>To be able to communicate their ideas and decide what tools, colours and materials to use.</p> <p>To look closely at Lowry's paintings and describe what they see.</p>	<p>To use a range of materials/resources to explore the artist.</p> <p>To be able to communicate their ideas and decide what tools, colours and materials to use.</p> <p>To look closely at Amy's work and describe what they see.</p>	<p>To Independently use paint and tools to create a sunflower picture from observation .</p> <p>To creatively explore the sunflowers using different techniques and materials with increased independence and control.</p> <p>To examine both Sunflower and starry night and begin to say some similarities and differences.</p> <p>To make informed choices about materials and colours that they are going to use in their responses to Van Gogh's paintings.</p> <p>To confidently explore colour mixing, tints, shades and paint effects and talk about what they have discovered.</p> <p>To use their sketchbooks to record their findings.</p>

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	<p>photographs' creating their sculptures.</p> <p>To know and understand some of the vocabulary related to sculpture: - sculpture model, 3D, build, balance, materials.</p>					<p>To explore the language of painting – colour names, primary colours, tint, shade, warm colours, cool colours, brushstrokes, dab, bold, thick, thin.</p>
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Year 4						
https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-4/						
	I am Feeling...	Home is Where the Heart is	The Choice is Yours	All Around the World	Staying Alive	Read All About It
	Textiles	Printing		Artist Study: Aboriginal Art  Colours of Australia	Drawing	
	 Explore fabrics and textiles worn by people in different jobs	 Create artwork inspired by the local community		 Experience Aboriginal music	 Show an understanding of healthy and less healthy foods through their work inspired by Arcimboldo	
Year 4	Exploratory	To watch an adult participate in weaving. To explore the textures of materials and choose some of their favourites to create simple weavings. To help the adult to go under and over. To use scissors to snip along a line. To use glue to stick things together. To thread beads on string with some help. To create a textile piece with adult support and make some choices regarding colours and materials.	To enjoy and participate in print making. To hold art tools such as rollers to create prints and rubbings with adult support. To explore their environment and collect objects of interest that they can use to print with. To explore colours and different materials when working. To show interest when a print is created.	To show some interest when looking at aboriginal arts. To use communication boards to find animals and colours within the art work. To enjoy the process of creating dots and making marks.	To show curiosity when making marks and using colour. To respond to stimuli and artistic experiences. To actively participate in mark making. To look at plants and respond by touching and smelling them. To participate in creating their own food portraits and drawings. To say whether they like/ don't like Arcimboldi paintings.	
	Functional Bridge	To respond to examples of weaving using pupil voice. To use different types of paper to create simple weavings with support. To explore ways of weaving with other materials choosing colours and developing their	Following an adult model, use their sketchbook to explore different types of printing methods – mono print, rubbings, relief, block, relief, sun printing and resist. Create a repeating pattern following an adult model. To use the local environment for	To investigate aboriginal art and begin to find patterns, shapes, colours and repeating themes within their work with support. To use communication boards to find animals and colours within the art work To use their research to choose a subject	To explore mark making using different media – pens/ felt tips/ different hardness/ softness of pencils. Following a model. To begin to have their own ideas of the different marks that they make. To choose which explorations to put in their sketchbooks.	

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	<p>skills of going under and over.</p> <p>To look at the work of Sheila Hicks and explore how she uses different materials to create her pieces, with support.</p> <p>To explore textiles and different materials to create hangings/ textile projects developing techniques such as sewing, cutting, gluing and weaving with some teacher support.</p> <p>To use communication boards to evaluate their hanging.</p> <p>To begin to understand the language of weaving - weave, under, over, fabric, colour names, thick, thin, thread, and texture</p>	<p>inspiration – make rubbings and collect interesting objects that they can print with.</p> <p>To begin to layer colour on their pieces of work.</p> <p>To respond to animal prints, selecting appropriate colours and shapes for their own print.</p> <p>To begin to make some decisions with adult support as to what colours they could use to create their prints.</p>		<p>– given a choice from the adult and create their own dot painting.</p>	<p>Label them with symbols.</p> <p>To observe details in plants and draw some with support.</p> <p>To explore the work of Arcimboldi and use pupil voce to express an opinion / feeling about his pictures.</p> <p>To be inspired to create their own fruit/ food portraits exploring different methods and materials with support.</p>	
<p>Functional</p>	<p>To find examples of weaving and Look closely at the fabrics in clothes or other materials.</p> <p>To use different types of paper to create simple weavings.</p> <p>To explore ways of weaving with other materials choosing colours and developing their skills of going under and over</p> <p>To look at the work of Sheila Hicks and explore how she uses different materials to create her pieces.</p> <p>To explore textiles and different materials to create hangings/ textile projects developing techniques such as sewing, cutting, gluing and weaving with some teacher support.</p> <p>To develop their hangings over a number of weeks and add to their hangings, making</p>	<p>To use their sketchbook to explore different types of printing methods – mono print, rubbings, relief, block, relief, sun printing and resist.</p> <p>To begin to build up a repeating pattern and recognise pattern in the environment.</p> <p>To use the local environment for inspiration – make rubbings and collect interesting objects that they can print with.</p> <p>To begin to layer colour on their pieces of work.</p> <p>To look at the patterning in animals and their habitat environments attempt to recreate this in print form.</p> <p>To make some decisions with adult support as to what colours they could use to create their prints.</p>		<p>To investigate aboriginal art and begin to find patterns, shapes, colours and repeating themes within their work.</p> <p>To use the poetry of Bronwyn Bancroft in "The Colours of Australia" to explore art and to inspire them. Look at the shapes and colours of the illustrations.</p> <p>To use their research to choose a subject and create their own dot painting.</p>	<p>To explore mark making using different media – pens/ felt tips/ different hardness/ softness of pencils.</p> <p>To begin to have their own ideas of the different marks that they make.</p> <p>To choose which explorations to put in their sketchbooks and make comments about how they have created the marks.</p> <p>To observe details in plants and explore how we need to look closely in order to draw accurately.</p> <p>To use what they have learnt about mark making to make observational studies of plants.</p> <p>To explore the work of Arcimboldi and use pupil voce to express an opinion / feeling about his pictures.</p> <p>To be inspired to create their own fruit/ food portraits</p>	


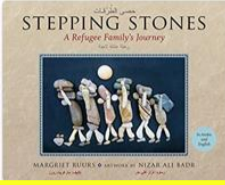



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	<p>alterations and choosing materials and colours carefully from a choice.</p> <p>To use communication boards to evaluate their hanging.</p> <p>To begin to develop the language of weaving - weave, under, over, fabric, colour names, thick, thin, thread, and texture</p>				<p>exploring different methods and materials.</p>	
<p>Core</p>	<p>Begin to develop the technique of weaving and use this to independently explore weaving using different materials.</p> <p>Explore the work of Sheila Hicks and begin to explore the colours and textures she uses. Can they say what it looks like or makes them feel?</p> <p>To create a wall hanging textile thinking what materials, colours, textures and shapes they would like to use.</p> <p>To develop their ideas over the weeks deciding on ways they can improve and develop.</p> <p>To begin to become more independent when sewing, cutting, weaving and gluing.</p> <p>To understand the language of weaving weave, under, over, fabric, colour names, thick, thin, thread, and texture.</p>	<p>To print using a variety of techniques including layering.</p> <p>To talk about the processes involved in creating prints and know the names of the methods.</p> <p>To record their inspirations from nature in their sketchbooks, annotating and explaining methods of working with some adult guidance and support.</p> <p>To decide on the materials and method they are going to use to use to create their work</p> <p>To design a print and use this to create an increasingly intricate pattern repeating pattern.</p> <p>To study the patterns in animals or different habitats and use this research to create a print design that represents this – choose their materials, colours and methods.</p> <p>To adapt their work as they go along and say how they can develop it further.</p> <p>To evaluate their work with adult support</p>		<p>To compare the work of different aboriginal artists.</p> <p>To use their sketch books to explore aboriginal art – annotate to show themes, colours and materials used.</p> <p>To use this research to begin to recreate their own piece carefully choosing a theme and the colours used.</p> <p>To use the poetry in colours of Australia to create a piece of work</p>	<p>To use their sketchbooks to creatively explore the use of different media to create different marks and effects – look at shading and tone.</p> <p>To explore the use of line shape and colour.</p> <p>Layer different media e.g charcoal, ball point, pastels and felt tips.</p> <p>To draw for a sustained period of time from real objects.</p> <p>To experiment with visual elements such as line shape pattern and colour.</p> <p>To ask and answer questions about their work and the processes that they have used.</p>	

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Year 5						
https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-5/						
	Looking Back	Shine a Light on Me	Ready, Steady	Time Travellers	Branching Out	Opposites Attract
	<p>3D – clay working</p>	<p>Drawing and Painting</p>  <p>The pencil play book The noisy paint box</p>		<p>Multimedia Stepping stones</p> 		<p>Artist Study - Cezanne</p>
	 <p>Take a photo walk in their environment – learn to tweak edit and adjust their photographs.</p>	 <p>Visit a local DIY shop and find paint swatches to inspire art work.</p>		 <p>Using the style of cave paintings, create representations of modern day occupations.</p>		
Year 5	Exploratory	<p>To explore Viking patterns using different sensory methods – shaving foam, sand, and paint and using large mark making equipment.</p> <p>To work with an adult to create a tile – decide using communication boards what colours to use. Choose embellishments that interest them to stick on.</p> <p>To join clay with support.</p> <p>To enjoy the sensation of rolling, patting and pinching clay.</p> <p>To impress objects into clay to create effects and show interest in what marks they have made,</p>	<p>To explore different types of mark making using large and small equipment.</p> <p>To explore making marks in different sensory ways,</p> <p>To create with an adult made tree silhouette a colour wash background choosing their favourite colours.</p> <p>To use the iPad to capture pictures of nature and choose their favourites to put in their sketchbooks.</p> <p>To enjoy the process of making marks and painting.</p> <p>To use pupil voice to say if they like/ not like Kadinsky's work.</p> <p>To explore mixing colours together in tuff spots and trays.</p>		<p>To use different tools and media to explore cave painting using their senses.</p> <p>To find ways of making marks that make them curious and that they repeatedly explore.</p> <p>To enjoy the creative process and willingly have a go.</p> <p>To actively participate in creative activities.</p> <p>To work with an adult to explore stones, put them together in ways that interest them, stack them, arrange them and find ones that interest them.</p> <p>To use pupil voice to express their opinions.</p>	<p>To physically explore objects and manipulate those that interest them</p> <p>To use the iPad to create images of fruit like Cezanne painted.</p> <p>To enjoy the sensory exploration of the fruit – using it to print with, look closely at and to taste.</p>
	Functional Bridge	<p>To explore simple Viking patterns in their sketchbooks – swirls, dots, colours with support.</p> <p>To use their ideas from their sketchbooks to plan a tile.</p> <p>Following a model, use clay to create</p>	<p>To experiment in their sketchbooks with different grades of pencil and other implements to create different marks.</p> <p>To use the iPad to capture pictures of nature and choose their favourites to</p>		<p>To explore cave paintings, responding with pupil voice and labelling what they can see.</p> <p>To use different media and tools to respond creatively to cave paintings – pastel, paint, hands, printing, large</p>	<p>To explore Cezanne's still life paintings – responding with pupil voice and labelling what they can see.</p> <p>To respond to a still life tuff spot using paint, drawing and photography.</p>

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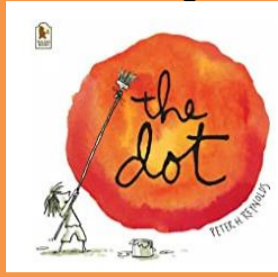





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Functional	<p>different effects – pinch, thumb and coil methods.</p> <p>To join clay with support.</p> <p>To record and explore their ideas in their sketchbooks.</p> <p>To create their final piece inspired by Viking motifs with adult support.</p> <p>To evaluate their final piece.</p>	<p>put in their sketchbooks.</p> <p>To explore making marks in different sensory ways,</p> <p>To examine the work of Kandinsky (trees), responding with pupil voice and labelling with symbols.</p> <p>To create their own tree silhouettes using templates and selecting from their favourite colours.</p> <p>To select ideas to use for their work.</p> <p>To say what they feel about their work and that of others</p>		<p>brushes, different types of papers etc</p> <p>To layer different media to create effects with support.</p> <p>To explore the work of Nizar Ali Badr and respond with pupil voice.</p> <p>To create simple pictures from pebbles and stones, labelling what they have made with symbols.</p> <p>To evaluate their work with pupil voice.</p>		<p>To mix a range of secondary colours, labelling the colours they make.</p> <p>To experiment with tools and techniques including layering and mixing media, following an adult model.</p>
	<p>To explore simple Viking patterns in their sketchbooks – swirls, dots, colours.</p> <p>To use their ideas from their sketchbooks to design, draw their own Viking tile</p> <p>To explore how to use clay to create different effects – pinch, thumb and coil methods.</p> <p>To join clay and begin to work with more independence.</p> <p>To record and explore their ideas in their sketchbooks.</p> <p>To create their final piece inspired by Viking motifs.</p> <p>To evaluate their final piece.</p>	<p>To experiment in their sketchbooks with different grades of pencil and other implements to create different marks. (The book pencil play can help inspire)</p> <p>To use the forest and nature to inspire their drawings</p> <p>To draw for a sustained period.</p> <p>To plan, alter and refine their drawings.</p> <p>To examine the work of Kandinsky (trees), exploring the way that colour, shape and light are used.</p> <p>To create their own tree silhouettes inspired by their drawings of trees.</p> <p>To use colour and shape like Kandinsky to embellish their silhouettes.</p> <p>To mix colours to create different tones and shades. Use scissors, brushes and pencils with increasing independence and control.</p>		<p>To explore cave paintings, look at colours, what they may mean and animals.</p> <p>To use different media and tools to create their own cave paintings – pastel, paint, hands, printing, large brushes, different types of papers etc</p> <p>To layer different media to create effects.</p> <p>To explore the work of Nizar Ali Badr and understand that he uses stones and pebbles to create works of art chronicling the journeys of Syrian refugees.</p> <p>To create journal entries and use pebbles and stones to illustrate.</p> <p>To record and explore their ideas.</p> <p>To explore differences and similarities between the cave paintings and the work of Nizar Ali Badr.</p>		<p>To explore Cezanne's still life paintings – subject matter, colours, and techniques.</p> <p>To create own still life paintings using paint, pencil and digital photography.</p> <p>To mix a range of secondary colours, shades and tones.</p> <p>To experiment with tools and techniques including layering and mixing media.</p>

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			<p>To select and record from first hand observation.</p> <p>To select ideas to use for their work.</p> <p>To say what they feel about their work and that of others</p>				
<p>Core</p>		<p>To use tools to make marks and patterns in clay, evaluating which they prefer.</p> <p>To join clay successfully and work independently.</p> <p>To use their sketchbooks to explore Viking motifs – annotating and developing their ideas</p> <p>To use their sketchbook research to design and a Viking themed tile. talking about their starting point and how they are going to develop their ideas.</p> <p>To create their final piece inspired by Viking motifs.</p> <p>To evaluate their final piece</p>	<p>To make informed choices when experimenting with different media.</p> <p>To collect images and information for their sketchbooks.</p> <p>To draw some things from memory.</p> <p>To use specific language of colour – tone, tint, shade hue.</p> <p>To know what a primary and secondary colour is.</p> <p>To make and match colours.</p> <p>To adapt their work according to their views,</p> <p>Know the starting point for their work and adapt ideas as they go along.</p>		<p>To select and record cave paintings, recognise patterns, colours and begin to have opinions about meaning.</p> <p>To use their sketchbooks to record findings and gather inspiration to design create their own cave painting.</p> <p>To use different media independently to create cave paintings,.</p> <p>To begin to refine their work.</p> <p>To explore the artist Nizar Ali Badr and the words in the journal and create an emotional response, what does the artist intend?</p> <p>To use their experiences to design create a journal and stone art piece.</p> <p>To examine their starting point – what emotion do they want to evoke in their piece of art?</p> <p>To know when their piece is finished and evaluate if they have achieved the desired effect.</p>		<p>To explore the still life paintings of Cezanne, find about him and create a sketchbook page.</p> <p>To work confidently to create still life pictures using a variety of media.</p> <p>To mix colours and know which primary colours make secondary colours.</p> <p>To explore the range and purpose of artists.</p>

Year 6						
https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-6/						
Year 6	Guess Who	Spark your Curiosity	Eco Heroes	Walk Like an Egyptian	Back to the Future	Rumble and Grumble
	Painting  The Dot		Mixed Media  Hundertwasser	Artist Study: Banksy		Mosaics
	 Good Health Mental health – explore our differences through the dot artwork. Appreciate what makes us unique.		 Employment Try lego therapy. Find out about the roles of architects and buildres in real life	 community Engage in a debate about Banksy's work. Can graffiti be good?		 Independent Living Use mosaics to express hopes for the future.
Exploratory	To enjoy the sensory exploration of different media to create their own dots using pre-cut circles of different sizes. To work on a large scale using large tools. To choose materials and colours that interest them. To join in with new experiences and participate in creative experiences. To use pupil voice to evaluate their experiences.		To actively participate and show interest in creative activities. To respond creatively to a tuff spot with tools, materials and photos of Hundertwasser's work. As part of a group, create models using recycled materials, stacking, gluing, sticking, cutting and painting. To explore colours by mixing and sorting. To enjoy the experience of exploring materials using their senses. To use simple tools with adult help.	To take photos of things that interest them in the community and add to their sketchbooks. To participate in creative activities. To use their senses to explore different media. With adult support, use different media and methods to create stencil art – paint, spraying, pastels, dabbing and swiping.		To use scissors with help to cut pieces for their mosaic and stick them on paper to create an effect. To use small pieces/ fabric/ lightbox to explore mosaic – match and find pieces that interest them. To show curiosity in colours and mosaic pieces. To actively participate and show interest in creative activities, To use pupil voice to evaluate their experiences.
Functional Bridge	To listen to the story "the Dot" and find their favourite part. Take a picture and add to their sketchbooks. To choose materials and colours that interest them to create their own dots. To use their sketchbooks to explore different		To explore the work of Hundertwasser, responding with pupil voice and labelling with symbols. To work with an adult to create pieces of work based on Hundertwasser. To create individual and collaborative	To look at the work of Banksy, responding with pupil voice and labelling with symbols.. To take photos of things that interest them in the community and add to their sketchbooks. To explore using different media and		To examine and explore mosaics, their motifs and colours. To design their own mosaic using paper, scissors and glue independently. To create their own mosaic art with adult support.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Functional</p>	<p>designs and experiment with technique, with support.</p> <p>To follow a model to fabric/ weaving/ sewing/ threading to create fabric "dots" as part of a group.</p> <p>Use tools and materials with increasing independence and control.</p> <p>Create a "dot" exhibition – can the school "Guess who" the artists are?</p>	<p>pieces based around his work.</p> <p>Following a model, explore colour – mixing, changing tones, creating effects.</p> <p>To create models using recycled materials, stacking, gluing, sticking, cutting and painting.</p>	<p>methods to create stencil art – paint, spraying, pastels, dabbing and swiping.</p>	<p>To respond to the work of the street artist "Invader"</p> <p>To contribute to the creation of a group piece in the style of "The Invader"</p>
	<p>To listen to the story "the Dot" and examine the meaning.</p> <p>To use mixed media and a variety of techniques to decorate and create their own dots.</p> <p>To use their sketchbooks to explore different designs and experiment with technique.</p> <p>Use fabric/ weaving/ sewing/ threading to create fabric "dots".</p> <p>Use tools and materials with increasing independence and control.</p> <p>Create a "dot" exhibition – can the school "Guess who" the artists are?</p>	<p>To explore the work of Hundertwasser and think about the environmental meaning behind his work.</p> <p>To express opinions about his work – look at colours and effects he used.</p> <p>To create individual and collaborative pieces based around his work.</p> <p>To explore colour – mixing, changing tones, creating effects.</p> <p>To use mixed media and layering effects.</p> <p>To use recycled materials to create outdoor works of art how can we creatively recycle and reuse?</p>	<p>To look at the work of Banksy and explore techniques.</p> <p>To explore meanings behind his work, express opinions and say how it makes them feel.</p> <p>To use digital photography to recreate some of his work.</p> <p>To use stencils and mixed media to create their own Banksy street art.</p>	<p>To examine and explore mosaics, their motifs and colours.</p> <p>To use what they find out to design and create their own mosaic art</p> <p>To compare Greek mosaics to the work of street artist "Invader" who also uses the mosaic technique.</p> <p>To look through their sketchbooks at their work on Banksy – how do Invader and Banksy compare?</p> <p>To design and create their own Invader street art – display round school. What space can they invade?</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core</p>	<p>To choose paints and implements appropriately to develop techniques and experiment to create their own dots.</p> <p>To begin to use more specific colour language – tint, tone, hue, shade.</p> <p>To plan and create different effects and textures.</p> <p>To choose materials.</p> <p>To refine and develop their work.</p>	<p>To make collections of Hundertwassers work in their sketchbooks, annotate showing colour, meanings and effects used.</p> <p>To explore multi-media techniques to recreate his lollipop flowers – make decisions independently on materials and colours to use,</p> <p>To begin to work collaboratively sharing ideas and</p>	<p>To use their sketch books to annotate and explore the work of Banksy.</p> <p>To use their ideas to creatively explore his work using digital photography.</p> <p>To express intent to create and develop ideas.</p> <p>To design and help make stencils to create their own street art.</p>

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		To use tools and media with some independence.		listening to other people's ideas. To design and plan their work. To work more independently and use their imagination to create pieces.			
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