

EYFS Objectives (Expressive Arts and Design):		KS1 Objectives:	KS2 Objectives:
<ul style="list-style-type: none"> ELG: Creating with Materials: <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. 		<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 materials Learn about great artists, architects & designers
Autumn		Spring	Summer
EYFS	<p>Explore mark making and how colours can be changed. Experiment to make different textures through rubbings. Observe autumnal trees in the environment and create tree paintings choosing appropriate colours for effect. Look at landscape paintings by David Hockney and explore how he uses bold colours to show seasons.</p> <p><u>This unit covers:</u> Colour ✓ Mark making ✓ Texture ✓</p> <p>Focus artist: David Hockney End of unit outcome: Seasonal tree paintings</p>	<p>Look at the artist Jackson Pollock and discuss the colours he uses. What do you think his paintings show? How do you think he created this effect in his paintings? Introduce the Primary Colours and use these to explore different ways of recreating art work in a similar style to Pollock, for example: marble rolling paint, rolling sticks in paint and printing onto paper, using a paintbrush to flick paint.</p> <p><u>This unit covers:</u> Colour ✓ Painting ✓</p> <p>End of Unit Outcome: A painting using the 'flick' technique on a canvas Focus Artist: Jackson Pollock</p>	<p>Look art work by Andy Warhol and discuss the colours they can see. Introduce the term 'Pop Art'. Make a 2x2 grid using a flower template and paint in the style of Andy Warhol. Take a photo of each child's face and print in black and white. Using watered down colours and paint their faces using blocks of colour.</p> <p><u>This unit covers:</u> Patterns ✓ Colour ✓</p> <p>Focus artist: Paul Klee End of unit outcome: A printed piece of art work in the style of Paul Klee.</p>
Year 1	<p>Look at work of Beatriz Milhazes and make abstract compositions using circles. Look at how to create horizontal lines on paper using string then recreate this using a pencil,</p>	<p>Begin exploring printing with single pieces of Lego using primary colours then stick several pieces of lego to a base to create a pattern or image and experiment with printing this.</p>	<p>Look at seaside images from various artists (e.g. Le Lavandou by Renoir & Summer Day at the Beach by Kroyer)</p>

then further experiment with diagonal, wavy and cross hatched lines, filling separate squares of card with different types of lines. Extend this by using chalk to create line drawings onto black paper.

Play a piece of water/river/sea themed music, e.g. Debussy's 'La Mer' and ask what colours they are imagining when they listen to music, and use their arms to draw lines in the air. Further explore by listening to the music and drawing big lines on paper to represent water. Recap the Primary Colours. Explore mixing them to make secondary colours.

Look at Jasper Johns' painting 'Painting by Numbers'. Draw out numbers 0-9 then paint using the primary colours, focusing on keeping the colours separate to make a bold painting. Introduce the term 'impasto' and explore using paint in this way.

Practise mixing primary colours to make new colours –continue to practise 'impasto' painting with these.

This unit covers:

Line ✓
Drawing ✓
Painting ✓
Colour ✓

Focus artist: Beatriz Milhazes & Jasper Johns
End of unit outcome: Painting by Numbers piece of art

Recap primary colours and how they can be mixed to make new colours. Focus on making the colour green and how we can change the shade of green to make it lighter / darker. Make a selection of green shades, draw round their hands and paint each finger a different shade. Look at the work of Kadinsky 'Squares with Concentric Circles' and talk about the shapes and colours used. Recap 2D shape names. Create a composition using 2D shapes ensuring there are no gaps inbetween the shapes. Experiment with drawing out the painting 'Squares with Concentric Circles' and mixing colours explored in an earlier lesson to paint.

This unit covers:

Printing ✓
Shape ✓
Painting ✓
Drawing Mediums ✓

Focus artist: Kadinsky
End of unit outcome: A painting of 'Squares with Concentric Circles'.

Create a composition of a seaside by cutting and sticking seaside images (e.g. sand castles, boats, clouds)

Focus on the painting 'Fishing Boats on the Beach at the Saintes-Maries-de-la-Mer' by Vincent Van Gogh identifying different elements of the painting. Explore the different senses when looking at the painting; what can you see? What would you be able to hear? Smell? Feel? Taste?

Pick one part of the painting and explore using different materials to recreate, e.g. sand, lentils for the pebbled beach, scrunched cellophane for the sea. Consider how to use PVA glue to apply these materials.

Look again at the painting and identify colours used. Explore painting parts of the painting, recapping colour mixing to make new colours. Using a mixed media approach, recreate the painting 'Saintes-Maries-de-la-Mer' by using different textures (e.g. sand, cellophane) and using paint to add detail of the boats etc.

This unit covers:

Collage ✓
Texture ✓
Painting ✓
Colour ✓

Focus artist: Vincent Van Gogh
End of unit outcome: A collage using different textures to recreate the painting 'Fishing Boats on the Beach'

<p>Year 2</p>	<p>Using magazines/newspapers, look carefully for different faces and observe differences such as eye colour, skin tone, hair colour, facial expressions etc. Create a collage of a face using different facial features from various pictures.</p> <p>Look at some portraits by the artist Julian Opie. Talk about whether they look realistic and the key features of his portraits. Use mirrors to look at features of the face and explore sketching out basic self-portraits using minimal detail in the style of Julian Opie. Give each child a pre-prepared photo of their face (printed in black and white and placed into a plastic wallet). Using black permanent pens, trace the outlines of the face detail. Once the photo is removed from the plastic wallet, they will be left with a portrait in the style of Opie.</p> <p>Using sugar paper over the top of the plastic wallet, trace over the black outline using pencil so they now have a pencil drawing of their portrait (extend by some children drawing free-hand a copy of their portrait).</p> <p>Explore the basic blocks of colour Opie uses in his portraits and practise mixing colours to take new ones they feel represent their skin tone and hair colour. Plan what colour they would like to paint their background. Once this planning stage is complete, they can paint their portraits using blocks of colour.</p> <p>When this is dry, use the black markers from the earlier session to go over the pencil lines to make bold lines.</p>	<p><u>Collage, Colour and Mixed Media</u></p> <p>Introduce the website https://www.birdsofparadise.org and look at images of different birds.</p> <p>Ask children to create interesting sketches and drawings of some of their findings – this could be bold, brightly coloured drawings or simple line drawings.</p> <p>Introduce the work of artist Hunt Slonem. Look at his painting 'Lemurs' and give each child a hand out of the painting. Ask them to find as many birds as possible in the painting. Draw on similarities and differences between this painting and real birds on the BOP website.</p> <p>Discuss some of the colours they can see and recap what the primary and secondary colours are. Can they identify primary and secondary colours in the painting?</p> <p>Make a colour wheel of primary and secondary colours and model how it can be used. Explain we will use this to help mix colours to decorate the final piece.</p> <p>The final piece will be to design an original bird of paradise. Model the making process first and show the end result so the children understand the process (See separate How to... guide)</p> <p>Once the bird of paradise is dry the children may choose to paint their birds, choosing colours from their earlier exploration of colour mixing using a colour wheel.</p> <p><u>This unit covers:</u> Drawing ✓ Colour ✓</p>	<p><u>Pattern & Shading</u></p> <p>Look at the work of American artist Nancy McCrowskey 'Suite in Black and White'. Look at the design and discuss what objects and patterns they recognise. Explore the variety of tones of grey in her artwork. Using squares of paper, explore 'taking your pencil for a walk', making a line that starts at the edge of the square and finishes at the edge (not necessarily at the same point) to create a straight or curved line. The lines within the square may cross or they may not. Experiment shading their line drawing to create different tones – pressing lightly and heavier.</p> <p>Look around the environment for patterns they can recreate in the same style, e.g. bricks, slabs, leaves etc. Create a 2x3 grid and fill each square with a different line pattern adding shade and tone.</p> <p><u>This unit covers:</u> Pattern ✓ Shade ✓ Line ✓ Tone ✓</p> <p>End of unit outcome: A drawing of everyday patterns in the style of Nancy McCrowskey's 'Suite in Black and White'. Focus Artist: Nancy McCrowskey</p>
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	<p><u>This unit covers:</u> Drawing ✓ Line ✓ Colour ✓ Painting ✓</p> <p>End of Unit Outcome: A self-portrait in the style of Julian Opie Focus Artist: Julian Opie</p>	<p>Collage ✓ Mixed Media ✓</p> <p>Focus Artist: Hunt Slonem End of Unit Outcome: A Bird of paradise painted in Primary and Secondary colours.</p>	
<p>Year 3</p>	<p>Look at work by the artist Andy Goldsworthy. Discuss what materials he has used in his artwork and the different shapes they can see. Forage and collect natural resources (sticks, leaves, pine cones, stones, logs) and explore making their own pieces of simple art using these items.</p> <p>Look at pictures of various everyday items and talk about the shapes they can see. Go on a walk around the school and look in depth at the shapes that make up everything they see and complete sketches with developing detail of these objects.</p> <p>Introduce the term 'geometry' and talk about how points, lines, shapes and spaces make up the objects in the environment and in nature – relate this back to Andy Goldsworthy. Explore further some everyday items and do some quick sketches looking closely at the shapes and lines they can see.</p> <p>Focus on the shape of a drinks can or tin. What 2D shapes and lines make up this object? Sketch the outline of their drinks can /</p>	<p>Look at the cartoon 'Mother's Day' by Carl Giles, unpick and discuss the drawing. Having explored the cartoon, ask the class how they would depict their family in a cartoon (this can be an imaginary family, or even friends, if the children would prefer). Discuss how Giles' drawing are quite simple, only made up of simple lines. Draw the scene from the Giles cartoon but with their own family.</p> <p>Introduce the children to a soft toy and detail its importance to you. Children can bring their favourite soft toy into school for the following activity, or alternatively use soft toys within school.</p> <p>Look at sketches by Walt Disney and discuss his approach to sketching. Children then practise sketching their soft toy in a similar style.</p> <p>Read the book 'The Dark at the Top of the Stairs; by Sam McBratney – a picture book about a family of mice. Explain the children will be making cartoon mice puppets. Sketch out in the style of Carl Giles and Walt Disney how they would like their mouse to look. See step-by-step guide for how to complete the mouse puppets.</p>	<p>An Exploration of Prehistoric Art.</p> <p>Look at examples of cave art and identify the animals they can see in the images. If we wanted to show people in 5000 years' time animals native to the UK, how could we do this in a similar style?</p> <p>Look at photos of animals and explore simple line drawings using pencils replicating the style of cave art they have looked at. Explore this further by using charcoal to recreate some line drawings.</p> <p>Discuss the colours used in cave art and why they are so limited.</p> <p>Explore what natural items we could use to make paint, e.g. fruit, leaves, mud etc. Practise painting with these (mix with flour and water to make them thicker/thinner)</p> <p>Make a cave wall from crumpled up paper to make it textured. Sketch a cave wall drawing and use home-made paints to paint.</p> <p><u>This unit covers:</u> Colour ✓ Line ✓</p>

	<p>tin after identifying the geometric shapes then begin to refine and add further detail. Explore adding tone and shade to their drawing to make it appear 3D.</p> <p><u>This unit covers:</u> Drawing ✓ Line ✓ Tone ✓ Shape ✓</p> <p>Focus Artist: Andy Goldsworthy End of Unit Outcome: A geometric drawing of a can / tin.</p>	<p><u>This unit covers:</u> Drawing ✓ Line ✓ Mixed Media ✓ Shape ✓ Painting ✓</p> <p>Focus Artist: Carl Giles & Walt Disney End of unit outcome: A cartoon mouse puppet</p>	<p>Tone ✓ Drawing ✓ Painting ✓</p> <p>End of unit outcome: Create a cave wall using home-made paints</p>
Year 4	<p>Making patterns from every day, familiar objects. Using playdough, children will create textures and patterns using a simple print making technique by pressing items into the playdough to create their own original patterns and designs.</p> <p>Find and share everyday objects at school they could use.</p> <p>Using playdough, roll out and cut the playdough to make a square tile shape. With collection of objects, experiment by printing randomly into the playdough to explore the shapes they make. Practise pressing firmly but without distorting the tile shape of the playdough. Extend by exploring making patterns with objects in the playdough. Ink the playdough block with paint and a sponge – practise applying the right amount of</p>	<p>Look at some artwork of traditional African Patterns: https://www.twinkl.co.uk/resource/t2-a-217-african-patterns-information-powerpoint Discuss colours used and the type of patterns they see. Ask each child to bring in a plastic bottle and remove the label. In place of the label will be a strip of black sugar paper. In sketch books, explore firstly through sketching, then by using paint in order to practise and refine traditional African patterns they have looked at, selecting and mixing colours to match those on artwork they have looked at. Following this exploration, decorate their strip of black sugar paper using patterns and attach to the bottle. Fill the bottle with rice to make a musical instrument. Children will then move on to make drums using the wax resist method, using wax crayons to</p>	<p>Look at the work of Ann Roth and use strips of paper to explore weaving learning the language of 'warp' and 'weft' and practising the skill of going under and over. Select two colours to weave these could be contrasting or complimentary. Introduce a selection of other weaving materials such as ribbon, wool, thread, cotton, plastic bags etc. Make a loom weaving board with string for the warp. Plan what a material/s they would like to use to weft. Create a textured woven piece of art work using mixed media.</p> <p><u>This unit covers:</u> Textiles ✓ Pattern ✓</p>

paint for optimal printing, i.e. not too much and not too little. Lay a sheet of paper (or sketchbook) over the top of the block and gently press with palm of your hand to create a print.

Repeat experimenting with mixing colours on the blocks – recap making secondary colours and changing the tone and shade using black / white.

Explore other items you can paint and print to create patterns, such as leaves, sponges, forks etc.

Look at Henri Matisse 'Cut Outs', e.g. The Sheafs, and explore how he repeated patterns in bold colours.

Using coloured paper, cut out shapes and glue down to recreate some of the patterns in 'The Sheafs'.

In sketch books, plan and design their own piece of work in the style of Matisse – carefully considering the patterns they would like to use and how they will achieve a similar effect.

Using the playdough printing technique previously learnt, create their final piece of artwork.

This unit covers:

- Colour ✓
- Pattern ✓
- Texture ✓
- Printing ✓
- Painting ✓

Focus Artist: Henri Matisse

draw African patterns and designs then painting over the top using carefully selected colours.

This unit covers:

- Colour ✓
- Pattern ✓
- Sculpture ✓
- Drawing ✓
- Painting ✓

End of unit outcome: A sculpture of an African Drum

Colour ✓

Focus Artist: Ann Roth

End of unit outcome: A woven piece of art using mixed media

	End of unit outcome: Printing in the style of Matisse 'Cut Outs'		
Year 5	<p>Sketch and draw a picture of a house, using photos or images taken from 'Google: Street View'. Draw the house from observation. Work at greater depth exploring lighter and darker shades. Photocopy in black and white their drawings.</p> <p>Ask the children to imagine themselves as an architect that has been given the job of designing a new building. Draw their dream home annotating their sketches with notes to explain key features. Use lines and scale to draw their dream house out. Extend by creating both an internal and external plan. Share the work of artist Friedensreich Hundertwasser.</p> <p>Look at different pattern ideas and explore recreating some patterns using mixed media (pencils, oil pastels, paints). Begin to consider how they would paint or decorate the outside of their home if they had unlimited resources, drawing on the work of Hundertwasser and the patterns they have looked at.</p> <p>Using the photocopy of their earlier drawing, decorate it in bold, bright paints adding patterns that were earlier explored in the style of Hundertwasser's work.</p> <p><u>This unit covers:</u> Colour ✓ Pattern ✓ Sculpture ✓</p>	<p>Look at the artist Paul Klee, who once said that "a drawing is simply a line going for a walk". Explain we are going to take a line for a walk, looking at images of fabric and observing and drawing what they see.</p> <p>Ask the children to draw a portrait of themselves using a mirror or of the person opposite them, drawing with one continuous line. Have a poem or extract from a book in front of them. Placing tracing paper over the top of their line drawing, children should then write the poem / extract around the line of the portrait trying to use key words or phrases in key places. Then photocopy the final tracing paper version as the finished poetry portrait.</p> <p><u>This unit covers:</u> Line ✓ Pattern ✓ Sculpture ✓ Drawing ✓ Painting ✓</p> <p>Focus Artist: Paul Klee End of unit outcome: Poetry Portrait</p>	<p>Show the class examples of London street art. Have you seen any local graffiti (large mural artwork) done by an artist? Are there any famous graffiti artists you have heard of? Look at examples of 'Wildstyle Graffiti' and explain what this is and what they're going to create. Explore writing their name in capital letters and using the images they have looked at, create a Wildstyle Graffiti piece of artwork with their name. Add colour by blending two colours together on each letter. They can also make it look 3D by adding black around the edges. Look closely at the work of Banksy and discuss the messages he tries to deliver through his artwork and how he creates his art using stencils. Following this, children will think of their own stimulus to create their own piece of graffiti – this could be a worldwide event such as Covid, an environmental issue such as global warming, or a political message. Plan out what they would like their artwork to look like by sketching ideas down into their sketch books. Create a simple stencil using card and using paints, use their stencil to piece together their graffiti.</p> <p><u>This unit covers:</u> Drawing ✓ Painting ✓</p> <p>Focus Artist: Banksy</p>

	<p>Drawing ✓ Painting ✓</p> <p>Focus Artist: Friedensreich Hundertwasser End of unit outcome: A pattern house painting</p>		<p>End of unit outcome: A piece of Banksy inspired artwork</p>
<p>Year 6</p>	<p>Macro art. Look at the work of Edward Weston and talk about the colours and tones he uses. Can they identify the objects he photographs? Select an interesting object to study (examples: seed heads, flowers, shells, metallic objects, crockery, leaves etc.). Using the class ipads, explore taking detailed close up photos of the objects against both black and white backgrounds, deciding which is more effective. You can also make a frame from white card and hold it up to objects and see what is inside the frame.</p> <p>Compare the work of Weston to that of Sharon Johnstone who does close up detailed images of water droplets. Ask, what colour do you picture when you think of a water droplet? Share some of her artwork and discuss the vivid colours she uses.</p> <p>If possible, print out the images – one in black and white and one in colour.</p> <p>Using shading pencils or charcoal, sketch out what they can see in the image. Draw a frame for them to draw the image within – their</p>	<p>Still life. Group together 4-5 objects in an arrangement. Make a frame/viewfinder and use this to pick out a part of the composition to focus on a draw. Mark out the key shapes then add more detail, shade and tone.</p> <p>Look at examples of still like by Paul Cezanne (Still Life with Apple) and compare this to Jaromir Funke's artwork 'Composition – Glass and Ball'.</p> <p>Use charcoal to draw out a new composition. Following this, explain to the children that they are going to use an unusual medium. Start by asking the children what they use their erasers for. Usually, we use them to rub out mistakes but we're actually going to use erasers to create, rather than remove something. Explain to the children that before digital photography, part of the process of creating a photo would be to have a 'negative' of the image you'd taken a picture of. Tell them to think of it as everything turning to its opposite. Start by slightly shading a small area then using an eraser to draw something into the shading. Next, extend this by</p>	<p>Look at the painting "The Scream" by Edvard Munch. Discuss in depth the expressionistic colours, a bright swirling sky which is the colour of flames and the person facing us who is alone and, clasping their face, screaming out, standing on a dock near water, with two shadowy figures are in the distance behind.</p> <p>Use: https://artsandculture.google.com/asset/the-scream/eQFdRTFKDtVQ1A to look at it in depth zoomed in. Sketch facial expressions of a screaming face. Use paints to explore colour, mixing and applying colours to match parts of the painting. How has the artist represented the sky and the sea?</p> <p>Complete a final piece of the backdrop of the painting, leaving the screaming man out. Take photos of each person recreating the silent scream; they must make sure they frame the photograph so that it is a similar composition to the painting and includes the head, shoulders and position of hands. At this point, review their own photos against the painting. Print the</p>

<p>drawing must fill the entire frame to the edges and be fully shaded, not just an outline. Choose a new item to photograph up close in a similar style to Johnstone. This may work better outside with good lighting. Print the images and use a viewfinder to select part of the image. Produce a detailed, accurate colour image using oil pastels - trying to match the colour and tone as the colour photo.</p> <p><u>This unit covers:</u> Mixed media ✓ Colour ✓ Sculpture ✓ Drawing ✓ Shade ✓ Tone ✓</p> <p>Focus Artist: Edward Weston & Sharon Johnstone End of unit outcome: An oil pastel macro drawing</p>	<p>covering a page with shade and using an eraser to run out lines and shapes in the still life study. They will then use an exploration of colour and comprehensive colour mixing to paint the still life study, using tone, shade and shadow.</p> <p><u>This unit covers:</u> Tone ✓ Colour ✓ Shade ✓ Drawing ✓ Painting ✓</p> <p>Focus Artist: Paul Cezanne End of unit outcome: A still life painting</p>	<p>photos and stick them to the backdrop painting previously completed.</p> <p><u>This unit covers:</u> Mixed Media ✓ Colour ✓ Sculpture ✓ Drawing ✓ Painting ✓</p> <p>Focus Artist: Edvard Munch End of unit outcome: A mixed media recreation of 'The Scream'</p>
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